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ABSTRACT

The objectives of this study were to identify international/intercultural programs and activities of community and technical colleges across the nation, to encourage replication, and to suggest ways of strengthening these programs. Over 200 colleges responded to a request for information. Generally, community colleges were seen to offer a wide variety of international programs and services with emphasis being placed on citizen education related to foreign policy development, the dynamics of world trade, economic interdependence, and cultural exchanges. Two types of courses were identified: (1) those that were specifically international and/or intercultural, e.g., study abroad, faculty exchange, foreign languages, area studies, and technical assistance to other nations; and (2) those that can be modified to have an international dimension with an infusion of certain elements, e.g., social studies, political science, economics, and the arts. Nonetheless, potential for even greater and more extensive service to students, communities, and the nation was revealed. The document presents descriptions of exemplary programs with international or ethnic/cultural emphasis, and other examples. Appendices contain lists of National Advisory Council members and of other international activities not reviewed in this report. (MB)

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ED164034

# A SURVEY OF INTERNATIONAL/ INTERCULTURAL EDUCATION IN TWO YEAR COLLEGES— 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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By William G. Shannon

Sponsored by
Charles County Community College
La Plata, Maryland

November 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. N. Carsey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

JC 790 041

## DEDICATION

This report is dedicated to the memory of the late Ambassador Horace H. Smith whose untimely death cut short an intensive effort to record the considerable achievements of community, junior and technical colleges in international and intercultural education for the purpose of promoting even greater developments in the future.

In his enthusiastic, remarkable life as diplomat, educator and businessman, Horace Smith exemplified the genuine American patriot whose interest and concern encompassed all peoples of the world. This universal view which he gracefully espoused and articulated for students and others will continue to serve as a model for his many friends.

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## FOREWORD

Neither in the United States nor in any other country has post-secondary education come to grips sufficiently with the interdependent nature of the modern world and the implications for education inherent in that interdependence. It is imperative that post-secondary education deal more adequately with the global facts of life if students are going to be appropriately prepared for their citizenship responsibilities in the world of the present and the foreseeable future.

In no sector of the post-secondary education community is this need more important than in the two-year college field - community, junior and technical colleges. These institutions are of special significance not only because they enroll more than 35 percent of all U.S. students formally engaged in post-secondary education, but also because they play a major role in continuing education for adults, they serve a high percentage of the undergraduate foreign students enrolled in American higher education, and they provide the great bulk of the middle-level manpower training in the United States for both American and foreign students.

While the status of international/intercultural studies in the two-year college field as a whole is still seriously underdeveloped, this survey, despite its acknowledged limitations, provides persuasive evidence that important progress is underway. A great variety of creative ideas and effective programs and services now exists in many kinds of two-year institutions throughout the United States. The report brings to light a wide range of such activities and provides sufficient detail concerning them to stimulate and facilitate replication or adaptation in other institutions.

The examples presented illustrate the crucial role of enlightened administrative support, effective means of leadership training, the value for students, faculty, and administrators of experience abroad in exchange and work/study programs, the importance of foreign language learning, varieties of interdisciplinary approaches, and productive linking of international and intercultural concerns. The examples also show the special potential of two-year colleges for forging mutually beneficial ties with the international business community, for developing cooperative relationships with four-year colleges and universities that have important specialized resources to

share, and for capitalizing on the opportunities for domestic intercultural studies (particularly ethnic heritage and bilingual programs) that are open to two-year colleges because of their very nature as community-based institutions.

The institutional strategies illustrated in the survey include development of specialized international/intercultural programs explicitly organized and offered as such, infusion of international/intercultural dimensions throughout an institution's basic academic, vocational, and service programs, and even establishment of an international college within a two-year college -- as advanced an application of one theoretical approach as one would find in any post-secondary institution in the United States regardless of degree level or academic classification. There is also clear evidence of important national leadership on behalf of the International Baccalaureate.

The findings of the survey dramatize the significant growth that has occurred in international/intercultural education in the two-year college field in recent years. This progress is the result of some excellent leadership in the field, both in individual institutions and through consortia, as well as through the American Association of Community and Junior Colleges, in which Dr. Shannon himself played a key national leadership role. A number of the programs presented in this book have benefited from understanding assistance and sometimes stimulation from various external sources, particularly the W.K. Kellogg Foundation and the U.S. Office of Education.

The report clearly shows the great value of catalytic financial assistance in helping institutions develop new program initiatives or strengthen ongoing efforts to make their programs and services more relevant to the world as it is and as it is becoming. The findings of this survey are particularly gratifying in the evidence they represent of the good use many two-year colleges have made of the modest financial resources that have become available through the international/intercultural programs of the U.S. Office of Education over the past decade.

A significant broadening of USOE's international interests began in 1968 with the establishment of the Institute of International Studies. Conceptual initiatives included linking international and intercultural dimensions, relating ethnic heritage to international studies, and advocacy of global perspectives. The new program philosophy also made possible and encouraged participation by two-year institutions in a larger number of USOE's international grant and contract programs.



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As this report convincingly shows, our sustained effort to include two-year institutions in program opportunities both in the United States and abroad has resulted in considerable progress, including studies of status and needs and the participation of many institutions in the Group Projects Abroad and the Foreign Curriculum Consultant programs. Specific inclusion of two-year colleges in the conceptualization of the NDEA Title VI "new" undergraduate program category (the purpose of which was to help expand and improve the international dimensions of general education at the undergraduate level) was of particular significance for institutional development. When the Ethnic Heritage Studies program came into being through Congressional appropriations action a few years ago, it proved to be another important and relevant source of assistance. Of particular interest is the evidence in the report of how some institutions have creatively utilized various combinations of the foregoing (and other) Federal programs to greatly strengthen and enrich their commitment to international/intercultural education.

Those of us in USOE who have been associated with various efforts to assist the two-year institutions to develop their international and intercultural programs are more than a little proud of the effective use which has been made of Federal assistance as evidenced in this report. Modest though the available funds have been, the fact remains that the number of applications received from two-year institutions in some program categories is much smaller than it should be (in the Foreign Curriculum Consultant program, for example). More assistance is actually available to two-year institutions than they have yet utilized. It is hoped that one outcome of this report will be to encourage more institutions to take advantage of opportunities for assistance than are presently available.

In summary, the report provides a broad and useful view of the scope, diversity, and justification of international/intercultural studies in the two-year college field today. It provides an inventory of good ideas in action at the present stage of the field's development. It shows what can be done by competent and committed leadership both with and without seed money. It is thus a prime resource for expanding the national dialogue on raising the level of awareness and sharing experience in support of the expansion and improvement of international/intercultural programs in two-year colleges.

Widespread availability of the report should accelerate the process of helping every institution initiate or improve programs and opportunities for American students to develop in the classroom and in the

field intercultural understanding about other nations and peoples and global perspectives on the transnational problems that the nations of this planet share and must solve together in our increasingly interdependent world. These understandings and perspectives are vital to enriching options for personal growth, expanding opportunities for career development, and increasing the national capability for international collaboration on common problems of mutual concern. In short, taken together these understandings and perspectives are among the new imperatives for the survival of man as a species and for the enhancement of the quality of life.

The U.S. Office of Education is pleased to have contributed to the progress documented in the following pages and to have sponsored the study on which this report is based. Both professionally and personally, those of us in USOE who had the privilege and pleasure of working with Ambassador Horace Smith share the sense of loss expressed by Dr. Shannon, President Carsey, and their many colleagues in the field. And we join President Carsey in the appreciation expressed for the yeoman service provided by Dr. Shannon in stepping in at a crucial juncture to bring the study to satisfactory completion.

Horace Smith has done his part. It is now up to others in and out of individual institutions to utilize his contribution to the cause. With interest, knowledge, and commitment, more things are possible in every institutional setting than may seem possible at first glance, as this report illustrates. The ultimate determinant of success in the field is not the availability of large amounts of external resources, but rather knowledge, leadership, and will. This report should help many two-year colleges take some immportant next steps in their own individual settings as well as in collaboration with other interested institutions and groups as appropriate in the various institutional contexts.

USOE will be pleased to assist in maintaining the momentum where it can within the limits of project merit and feasibility, available funds, and program priorities. We welcome new ideas from any source and hope that this report will increase communication with the Office of Education as well as between and among institutions, consortia, and professional organizations.

Robert Leestma
Associate Commissioner for
Institutional Development
and International Education
U.S. Office of Education

## PREFACE

This project grew out of a conviction, on the part of many of us who had observed international education in the community colleges, that more was occurring on the campuses than readily was apparent.

The Office of Education and a few active colleges had no reason to suspect that international education represented more than a token effort for most community college institutions.

Yet the community college system has had appeal to a few of the visionary Federal leaders in international education such as Dr. Robert Leestma and Mr. Edward Meador. They began to see a number of forces developing. Evidence was collecting that a sizeable number of foreign students were enrolling in community colleges. For many American students attending these colleges, this was to be their only exposure to higher education which led to an imperative to see that these students were exposed to international/intercultural experiences. Each year more community colleges launched or began planning overseas programs and exchanges. More occupational graduates were going to work for international companies. Congress began to emphasize the need for citizen education in the international area, and obviously the community college system represented an attractive delivery system for such a concept.

In addition, activities began to surface within the community college system itself. The American Association for Community and Junior Colleges increased its activities in international education. Consortia were formed. Conferences were held. Leaders began to emerge.

Therefore, it seemed timely to make a survey of community college activities in international education with the primary objective of developing recommendations and strategies for further action. A rigorous research project was impractical so a descriptive analysis was proposed to the U.S. Office of Education by the Charles County Community College, and a grant was made in 1975. The late Horace H. Smith was the principal investigator with the help of an enthusiastic Advisory Council and upon his death the project was completed by Dr. William G. Shannon.

If this simply becomes another report in the bureaucratic filing cabinet we will have wasted the taxpayer's money. If the community college system and the various Federal agencies and programs concerned become more committed to the challenge of improving international dimensions on many campuses, the 1980's can become marked as a decade of significant progress in this important arena of higher education.

J.N. Carsey
President
Charles County Community College

## ACKNOWLEDGEMENTS

After Horace Smith became incapacitated by illness, I was asked to bring the project to a close and to draft a summary report. An initial quick review of the correspondence files, catalogs, and other accumulated materials made it immediately apparent that several hundred individuals had given time and energy to this work. To the data they forwarded on request, many persons added personal comments expressing strong interest in promoting international and transcultural program development in their colleges. I hope that these partners in the effort will obtain some satisfaction from reading the report, knowing that the overview presented here was built out of their contributions.

To them and to many others, my thanks for making this report possible. I regret that circumstances did not allow for the recording of all data sent it. Portions of the originally proposed format of the study must necessarily remain incomplete.

Before illness struck, Mr. Smith had drafted the following note of thanks in recognition of the investments made by many persons in this study:

> "Dr. Carsey and the administrative staff of Charles County Community College have been most helpful with fiscal service and administrative advice and the USOE liaison officers, Dr. Robert Suggs and Dr. Dana Greene have been helpful in assisting several of the most significant of the programs selected for description in the report as being both exemplary and worthy of duplication.
>
> In confirming the desirability of the project and helping define and re-define its objectives as information developed, all of the above were helpful as were Shafeek Nader of the National Commission for Cooperative Arrangements, Ward Morehouse and David Dell of the Foreign Area Materials Center of the New York State Education Department, President William Birenbaum of Staten Island Community College (presently President of Antioch College), Rose Hayden and Stephen K.

Bailey of the American Council on Education, the Honorable William Bundy and other members of the Council on Foreign Relations, Dr. Audrey Gray of the American Association of State Colleges and Universities, Dr. Elwood Shoemaker and his colleagues of the Association of Colleges and Universities of the State of Pennsylvania, the Chairman of the Board of Swarthmore College, Jorge Perez-Ponce of the American Association of Community and Junior Colleges, Mrs. Donaldson Megill, Vice Chairman of the American Foreign Students Council, the Institute of International Education, and many other knowledgeable educators, public spirited individuals and businessmen.

Nevertheless, it has been the Advisory Council members, both jointly in our meetings and individually in written and telephonic consultations, that have provided the most useful evaluation of the project and recommendations both as to strategy and as to tactics for carrying out the project effectively."

To complete the record, I again offer my thanks to those who helped to bring this project to successful completion - especially the college respondents mentioned above whose cooperation made the study possible; Ms. Sally Kuykendall for office duties well done including the typing of the original manuscript; and the student assistants who helped review letters, catalogs and telephone notes: Ellen Rodgers, Mike Leahy, Eileen Doherty, Christina Zushin, Linda Horne, John Pettin and Tina Shang.

William G. Shannon

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## I LIMITATIONS OF THE STUDY

One of the problems posed in the study arose from the lack of generally accepted definitions of the terms "international" and "intercultural" as they relate to courses and programs. To help resolve the problem, the colleges were provided a definition:

> "International/intercultural education is any activity which fosters an awareness of problems of transnational or transcultural significance and encourages understanding of other nations, peoples, or cultures."

Colleges were then asked to identify courses or programs in two categories:

(1) those "that appear to have definite international/intercultural content", and
(2) those "that are being taught with an infusion of international or intercultural examples."

Identifying or labelling programs in the first category is obviously considerably easier than naming those in the second category. A study abroad program is easily identified as belonging in the first category but there may well be confusion in the mind of a respondent about classifying an economics or political science course as containing or not containing an "infusion" of international or intercultural elements.

Hoping to gather sufficient data in these classifications and to encourage colleges to respond with usable information, project staff analyzed selected college catalogs and identified courses and activities listed as being in Category I or Category II. They then sent their interpretations to college officials for corroboration or modifications. This painstaking process removed from the college's shoulders the basic responsibility for sorting out their offerings as initially requested. In most cases, colleges readily agreed with the staff's selection, possibly attesting either to the staff's perceptivity or to the colleges' readiness to accept good help when offered.

Because the definitions that were provided were subject to various interpretations, the responses to the questionnaire cannot be easily codified or used to compare one institution with another. For example, some colleges might include in Category II their courses in ancient history, history of art or bilingual programs whereas other institutions would not have considered their own similar offerings as sufficiently "international or intercultural" to be included in their responses to the questionnaire.

In the few instances where colleges indicated oversights or misinterpretations of catalog entries on the part of the project staff, the colleges pointed out they offered more, not less, international or intercultural programs.

The study did not attempt to record and analyze individual college programs or to assess their net effect. The study did try to obtain a broad picture of the scope and variety of international and intercultural education in the two-year college and to gauge the potential for even more vigorous activities in the future, judging by expressions of interest, insights into problems ahead, and numbers of students, young and old, who are within ready reach of these colleges.

Further, no detailed analysis was made of the many general education services now being provided to thousands of adults in communities across the nation. This was not an adult education survey. However, the implications are clear that the two-year college is strategically positioned - and eager to serve - the general community, adults and the young, in international and intercultural education.

Another limitation, from the point of view of a study, was embodied in the initial letter requesting chief administrators to exchange information about their pertinent programs. This invitation was designedly informal, a friendly request to share program information and ideas. The small flood of materials received had later to be codified and systematically reworked to fit into the study format which was designed several months following the mailing of President Carsey's letter after USOE funds became available for a study.

The colleges were unanimously generous in granting permission to the sponsors to publish the information that was provided. Unfortunately time did not allow for the usual final check of statements which make up this report. Responsibility for errors must, of course, rest with the writer and not with the colleges themselves.

Of course, the major limitation of the study is due to the tragic loss to the study of its director's continuing guidance as the columns of figures were tallied and the many months of dialogue and study were given their final interpretation. Mr. Horace Smith's death prematurely shut down many developing ventures including this one. As anyone associated with such projects knows, the last few weeks of a study are critical for filling in those inevitable gaps in information and for the final sifting and sorting out of the implications of the data collected.

## II METHODOLOGY

When this study was first proposed, a plan was drafted for obtaining data via a series of questionnaires mailed to all two-year colleges in the country. Visits to selected campuses by the project director were to provide supplementary information along with the personal views of students, faculty, administrators and others. However, the required funds were not readily available to the sponsors for this planned effort so alternate approaches were mapped out to minimize costs.

Data were gathered initially through an invitation issued by Jay Carsey, president of Charles County Community College, to other community college administrators requesting that they share specific program information and that they "join in opening a national dialogue on the best methods of promoting a major nationwide increase in international education programs offered by two-year colleges." More than 200 colleges responded, prompting Charles County Community College to submit a request for support of a more formal study to the U.S. Office of Education's Division of International Education. A grant provided by USOE made possible a more official and extensive study which was carried out under the direction of Horace H. Smith, through campus visits, correspondence, and telephone interviews.

The original plan was to analyze the data collected in the non-Federally funded survey for the purposes of identifying a set of "best practices" worthy of duplication in the field of international education, and recommending how these efforts might be strengthened in the future in two-year colleges generally.

A grant of $37,890 was made by the U.S. Office of Education in June, 1975. A later increase of $19,000 brought the total to $56,890 with an extended deadline for the final report for August 31, 1976. Analysis of the data obtained through the "dialogue" had suggested that the sample of colleges studied be expanded to a total of approximately 500 so as to provide a more comprehensive view of various types of institutions, regions, student populations, and programs. Additional data were also needed to fill in gaps in the initial overview to amplify that information and permit a fuller interpretation and understanding of it.

After reviewing the list of initial respondents, the Advisory Committee recommended the inclusion of colleges enrolling 20 or more foreign students, all institutional members of both the Consortium on International Education of the American Association of Community and Junior Colleges and the League for Innovation in the Two Year College. This brought to 516 the list of colleges judged likely to have exemplary programs or to be in position to readily inaugurate such programs.

To encourage the colleges to respond more fully and quickly, student assistants were employed at the project office to sift through each college's catalog to identify the pertinent courses, programs, and services, and then to request college officials through the mail or by telephone, to corroborate or to modify the information. Unfortunately, all colleges were not reached in this verification process due to the suspension of work at the project office when Mr. Smith became ill. Therefore, some of the college data in this report have not been corroborated. Appropriate notations to this effect have been made where the data are exhibited.

Campus visits were made by the project director to 18 colleges for discussions with administrators, faculty and students.

## III SUMMARY

### Purpose and Method

The objective of the study was to identify international/intercultural programs and activities of community, junior and technical colleges, to encourage replication and to suggest how such services can be strengthened in the future.

Data were initially gathered through an invitation issued by Jay Carsey, president of Charles County Community College in Maryland, to other college administrators requesting that they share specific program information and that they "join in opening a national dialogue on the best methods of promoting a major nationwide increase in international education programs offered by two-year colleges." More than 200 colleges responded, prompting Charles County Community College to submit a request for support of a more formal study to the U.S. Office of Education's Division of International Education.

A grant provided by USOE then made possible a more official and extensive study which was carried out under the direction of Horace H. Smith, former diplomat and for several years an international education consultant, through campus visits, correspondence and telephone interviews.

Following Mr. Smith's death in September, 1976, the study was completed and the final report written by William G. Shannon.

### Findings

Community, junior and technical colleges offer a wide range of international and intercultural programs and services to thousands of students and to their communities. According to a study by Thomas Diener, they also enroll over 50,000 foreign students - close to two-thirds of the national undergraduate foreign student total. These colleges are strategically positioned to provide orientation and education to local communities. Emphasis is increasingly being placed on citizen education related to foreign policy development, the

dynamics of world trade, economic interdependence and cultural exchanges. But much more can be done in these important areas as the results of the dialogue show.

Chief administrators, eager to move their institutions into greater international activity, believe it is critical for the well-being of the United States to add more "world reality" to the education of both student and community members, including businessmen, bankers, farmers, and others whose economic concerns are directly or indirectly affected by policies and actions of other countries.

Many chief administrators and other college staff express a need for more information generally and for more precisely focused guidance and consultant assistance in staff and curriculum development, and especially, in program costing and financing. They would welcome start-up support from such sources as the U.S. Office of Education or foundations and corporations, especially now when general economic conditions inhibit program development.

A vast nation-wide network, the 1200 two-year colleges, has been generally overlooked by international agencies such as the World Bank, the Inter-American Bank, the Organization of American States and the many faceted United Nations. Ironically, developing nations are desperately short of the services these types of colleges can best provide through technical assistance programs, or when replicated in other nations and adapted to their conditions.

Agencies of the U.S. Government, such as the Agency for International Development, the State Department, and the Departments of Labor and Commerce, have likewise only begun to recognize and draw on the capabilities of two-year colleges for international development.

## Conclusions and Recommendations

Community, junior and technical colleges currently offer a wide array of international/intercultural programs and services but have a potential for even greater and more extensive service to their students and communities and to the nation.

The Report offers specific recommendations for the consideration of Federal offices, other possible funding sources such as foundations and corporations, and the two-year colleges as well. A sharing of information about best practices, better orientation for teachers and staff, the development of curriculum materials geared specifically to community colleges, and start-up support are among the needs addressed by the recommendations.

## IV BACKGROUND FOR A DIALOGUE

Americans today need additional opportunities to study and comprehend the impact of present and future global realities on their own futures. Mortgage notes for house buyers in Frankfort, Kentucky are importantly influenced by interest rates set by the bankers of Frankfurt, Germany. Federal taxes for the support of the U.S. military, as paid by the citizens of Athens, Georgia, are heavily influenced by the attitude toward NATO of the government of Athens, Greece. The price that a housewife pays for a loaf of bread in Moscow, Idaho, is greatly influenced by the price that Moscow, USSR, pays for U.S grain. Energy prices paid by all Americans can skyrocket because of an oil price policy in the Middle East. These are a few of the hundreds of examples that could be mentioned which illustrate dependence upon developments abroad for the quality and costs of life for citizens of this country. To prosper or even to survive in the interdependent world our nation needs both international specialists and international generalists. That is to say, both wise and informed leaders and a citizenry conscious of global interdependencies and capable of supporting or questioning its leadership, at least once in every two to four years.

To better evaluate the impact of major national policies enunciated by their leaders American citizens should have the best information available about international relations and the interdependence of nations.

America's schools and colleges can help provide this broad base of international understanding. Such a foundation can also serve as a seedbed for developing a leadership that is aware of world historic trends, cultural differences among people, complex international relations and economics.

Countries of the world are fast becoming more and more interconnected. The self-interest of the U.S. requires Americans to be better informed, particularly about non-Western areas, so that global policies dealing with the Soviet bloc, the third world nations, or the rest of the Western world can reflect that greater sensitivity and awareness of history, politics, economics and cultures of these areas which proper study can inspire. It is essential that today's educational programs include studies of other nations, otherwise citizens here will be handicapped in dealing with citizens from other cultures. This is especially true in view of expanding economic relations with the third world and the need for U.S. businessmen to be knowledgeable about world marketing opportunities. It might be argued that the

federal government should have an overriding interest in promoting the education of the general public on foreign relations. Because education in this country is basically a state function there needs to exist a federal-state partnership to provide both the necessary financial and the administrative support for education programs focused on the world.

At no time in American history have our international activities been more central to the national welfare than they are at present. A question can be raised as to whether our schools and colleges are preparing today's children for tomorrow's world. Traditional educational approaches may reflect the philosophy and the needs of simpler days when the U.S. educational system concentrated much of its effort on making good Americans out of immigrants.

Only three percent of all undergraduate students or less than one percent of the college age group in the United States have enrolled in any courses which deal with international events, or study, in any way. Certainly they are not studying foreign peoples and cultures to any great extent. A survey conducted in 1973 by the American Association of Colleges for Teacher Education revealed that barely five percent of all teachers being trained have any exposure at all to international content or perspectives in their course work for teacher certification.

While the need for the education and training of language and area specialists, as well as of professional and problem-oriented experts, has been partially met by Federal support under Title VI of the National Defense Education Act of 1958, this authorization has been inadequately funded (only 20 percent or less of authorization at best). The original purpose of this Act was to train a cadre of U.S. citizens and selected academic specialists in the cultures and languages of other countries to promote the growth of knowledge and information about little known parts of the world. In 1972, the program policy was broadened to include greater emphasis on international studies at the undergraduate level and to support teacher training and curriculum development initiatives for K-12 education. However, the advantages of this broader conception have not been fully realized due to inadequate funding.

In the 19 year history of Title VI, much progress has been made in diminishing the insularity of American education. Yet there continues to be a growing need for globally-oriented citizens. Problems of interrelatedness are ever increasing while both public and private support for international education is dwindling.

To meet more adequately this new imperative in American education, a group of educational organizations and national leaders secured passage of a proposed amendment to Title VI, adding a new section, Section 603, to provide Federal funds for teacher training, teacher exchanges and the preparation of K-12 instructional materials specifically focused on extending and improving citizen awareness of America's global interdependencies.

The purpose and nature of this new legislative authority is clearly indicated by the language of the section:

*SEC. 302. (a) The heading of title VI of the National Defense Education Act of 1958 is amended to read as follows: "TITLE VI— FOREIGN STUDIES AND LANGUAGE DEVELOPMENT".*

*(b) Title VI of the National Defense Education Act of 1958 is amended by redesignating section 603 as section 604 and by inserting after section 602 the following new section:*

*"GRANT PROGRAM TO PROMOTE CULTURAL UNDERSTANDING*

*"SEC. 603. (a) The Congress finds that—*

*"(1) the well-being of the United States and its citizens is affected by policies adopted and actions taken by, or with respect to, other nations and areas; and*

*"(2) the United States must afford its citizens adequate access to the information which will enable them to make informed judgments with respect to the international policies and actions of the United States.*

*It is, therefore, the purpose of this section to support educational programs which will increase the availability of such information to students in the United States.*

*"(b) The Commissioner is authorized, by grant or contract, to stimulate locally designed educational programs to increase the understanding of students in the United States about the cultures and actions of other nations in order to better evaluate the international and domestic impact of major national policies.*

*"(c) Grants or contracts under this section—*

*"(1) may be made to any public or private agency or organization, including, but not limited to, institutions of higher education, State and local educational agencies, professional associations, educational consortia, and organizations of teachers;*

*"(2) may include assistance for in-service training of teachers and other education personnel, the compilation of existing information and resources about other nations in forms useful to various types of educational programs, and the dissemination of information and resources to educators and educational officials upon their request, but shall not be used for the development of new curriculums or the acquisition of equipment or remodeling of facilities; and*

*"(3) may be made for projects and programs at all levels of education, and may include projects and programs carried on as part of community, adult, and continuing education programs.".*

*(c) Section 604 of such Act (as so redesignated by subsection (b) of this section) is amended by striking out everything after "$75,000,000" and inserting in lieu thereof the following: "for each fiscal year ending prior to October 1, 1977, to carry out the provisions of this title, except that no funds shall be made available in any fiscal year for carrying out programs under section 603 until at least $15,000,000 has been made available in such fiscal year for carrying out the provisions of sections 601 and 602.".*

*(d) Section 602 of such Act is amended by adding in the first sentence, after "directly or by", the following: "grant or".*

The specific inclusion of the two-year colleges along with four year colleges and universities underlines the recognition by the Congress and the U.S. Office of Education and others involved, of the highly significant role that two-year post-secondary institutions can be expected to play in a well-balanced nation-wide approach of the type needed to provide effective citizen education.

Community, junior college and two-year technical institute students are generally not a part of the conventional baccalaureate and advanced degree track. These students and the communities in which they live represent a unique, very large and growing audience that is reached only by two-year institutions. If these colleges do not reach this audience with enhanced programs in international/intercultural education, then massive numbers of Americans will lack the fundamental understanding of the interdependent world necessary for effective citizen action today.

The international programs office of the U.S. Office of Education was already aware of the need to include the two-year colleges as a major instrumentality for helping to make effective any program that could be developed for federal assistance to citizen education for living in an interdependent world. USOE was also aware of the need for a study of the status, needs, and priorities of international and intercultural education in the two-year institutions, as well as for a review of the developments in these institutions over the past two decades to expand programs in international/intercultural education. Since establishment of the Institute of International Studies in 1968, the U.S. Office of Education has increasingly worked in professional partnership with leaders in the two-year colleges to help them internationalize their institutions. Some undertakings stemmed from Office of Education initiative, many were undertaken in response to innovative ideas from the colleges, consortia, and the AACJC, and some grew out of joint planning. The present undertaking is an illustration of an outcome of mutual interest. Both the international leadership in the community college field and the U.S. Office of Education realized that a much more comprehensive picture was needed of the international and intercultural dimensions of two-year institutions. This study represents the effort to fill in that picture.

## V PROBLEM AND PURPOSE

The following review provides a summation of responses and reports received in this survey of international/intercultural programs and practices in two-year post-secondary institutions. The main objectives of the study were to identify international and intercultural programs and activities of community, junior, and technical colleges, to encourage replication and to suggest how such services can be strengthened in the future. This Report provides an overview of what is taking place in the institutions surveyed and does not pose as a fully comprehensive picture of programs and services. Nevertheless, those close to the project believe this Report captures the essence of the endeavors underway on campuses across the country. A section containing a selected sampling of programs will help to bear out the finding that there is great interest and considerable activity in the field. Understandably, it also shows there is a rather wide gap between current reality and future potential.

Throughout the Report, the term "community college" is frequently used to simplify references to institutions variously called "community" or "junior" college or "technical institute."

## VI THE ADVISORY COUNCIL

An Advisory Council was established with the assistance of the National Commission on Cooperative Arrangements, a college consortium that helped launch the study and that provided a meeting palce for the Council in its Washington, D.C. office.

The Council held two meetings; the first on December 2 and 3, 1975; and the second on May 5 to 7, 1976.

It helped identify colleges for inclusion in the initial 500-plus sample, responded to the director's report and his requests for advice, and suggested modifications in the study where necessary. Perhaps the Council's most important contribution was its careful assessment of the potential of the two-year college for providing services to students and community in international/intercultural education. In so doing, the Council helped to delineate the realistic reach and scope of recommendations which were to grow out of the study's findings. The Council believed that the study's recommendations might well be developed to serve as action and policy guides for consideration by the U.S. Office of Education, other Federal agencies, funding sources such as foundations and corporations, and, of course, the two-year colleges themselves.

The Advisory Council was also able to suggest other studies that should be undertaken in the future to supplement and build on the present work.

Individual members of the Council contributed time and energy to the study outside the regular meetings and provided the director with advice, publications and other materials. Several members also served as liaison with national organizations, such as the International Studies Association, which expressed interest in receiving the final study report and in working more closely with two-year colleges in the future as they expand their efforts in international and intercultural fields.

The Council membership is listed in Appendix A.

## VII FINDINGS

### An Overview

Community, junior and technical colleges offer a wide range of international and intercultural programs and services. They also enroll over 50,000 foreign students - close to two-thirds of the foreign students in the national undergraduate total. These colleges, strategically positioned to provide orientation and education to local communities, already enroll over four million persons, one-half of them older, part-time students. Emphasis is increasingly being placed on citizen education related to foreign policy development, the dynamics of world trade, economic interdependence, and cultural exchanges, but much more can be done in these important areas as the results of the dialogue show.

The study identified two types of courses: 1) those that are specifically international and/or intercultural - study abroad, faculty exchange, foreign languages, area studies, and technical assistance to other nations; and, 2) those that can be modified to have an international/intercultural dimension with an infusion of certain elements - for example, social studies, political science, economics, and the arts.

Chief administrators expressed eagerness to move their institutions into greater international educational activity. They believe it is critical for the United States that they add more "world reality" to the education of both students and community members, including businessmen, bankers, farmers and others whose economic concerns are directly or indirectly affected by policies and actions of other countries, and who are involved in community college development.

The colleges appear to be in full agreement with and ready to respond affirmatively to the findings and action of the U.S. Congress as spelled out in Section 603 of Title VI of the National Defense Education Act which was referred to in an earlier part of this Report.

The study indicates, not unexpectedly, that personal experiences abroad are frequently the key to building enthusiasm for initiating or developing international programs at the colleges. Administrators,

faculty, and occasionally students, who have travelled to other countries, frequently spark the formation of intercultural or international activities.

In several impressive cases, the chief administrator has exercised leadership to build total institutional interest and commitment.

Further, affirmative statements of policy issued by boards of control regarding the importance of international and transcultural education can set the necessary tone and provide guidelines for program development. Several examples included in the study appear to give faculty or department heads - or any other interested staff - every encouragement to take initiative in designing and installing relevant programs.

Many chief administrators and other staff who are deeply interested in starting or expanding programs express the need for more precisely focused guidance and consultant assistance in staff and program development, and especially in budgeting and financing. They want more current information especially from similar institutions. Many administrators are ready to act and would welcome start-up funds from USOE or other sources. They point out that money is lacking for new programs or expanding existing services in view of the general economic condition which translates into restrictive college fiscal policy.

A vast nationwide network of 1200 plus two-year colleges is only beginning to use its talents internationally for technician manpower training, community and adult education, ethnic and cultural education, and university preparatory education. International agencies - World Bank, InterAmerican Bank, Organization of American States, globally oriented foundations, and the many-faceted United Nations - have largely ignored these institutions. One notable exception is the W.K. Kellogg Foundation which provided several large grants to underwrite an Office of International Programs in the American Association of Community and Junior Colleges from 1973 to July, 1976. Ironically, developing nations are desperately short of the very services these colleges provide so effectively, especially those related to middle-level technician training.

Agencies of the U.S. Government, such as the U.S. Agency for International Development, the Department of State, and the Departments of Labor and Commerce, likewise have only begun to recognize the capabilities of the two-year college for international development. To date only a few of these colleges have been invited to provide technical

assistance to other countries. A community college international/intercultural information clearinghouse could serve many audiences both within the college world and outside of it domestically and abroad.

Student travel and study abroad programs are sponsored by many colleges but little or no reference was uncovered in the study to any significant evaluation of their effectiveness. Language instruction appears to be attracting many adult evening students. The two-year college has considerable potential for reaching many more students who could become interested in learning a foreign language either in an occupational or an academic area if increased institutional attention were to be given to the general stimulation of international/intercultural education. Many of these colleges have excellent learning resources centers and language labs for providing such instruction.

It is readily apparent that while there is considerable international/intercultural activity underway in the nation's two-year colleges, there is little direct evidence of much significant coordination of effort among the institutions, or even the effective sharing of ideas and experience. The action is fragmented, except in a few instances. For example, where several colleges operate in Africa, or in the Middle East, they seem to be unaware of each other's work. This is not necessarily a critical situation but a long-range view suggests that a coordination of effort might lead to lower costs or, possibly, to a better use of host country resources and personnel - especially as more colleges move into these fields. Unnecessary overlap and duplication can become increasingly counterproductive.

The colleges indicated few problems in setting up short-term projects abroad, i.e., one semester or less. However, more information should be gathered on this point. An assumption can be made that the two-year college is peculiarly suited to organizing relatively short-term programs abroad for students, and especially for community members. This latter group could include businessmen, farmers, city planners, medical and health personnel and others who would find useful a college-sponsored international project having a specific problem-oriented approach.

Several colleges expressed a strong conviction that community colleges have a tremendous potential, only slightly developed to date, to create a mutually beneficial relationship with the business and industrial communities in the study of international marketing and trade and other economic aspects of foreign relations. Over a period

of time, such a relationship might even lead to less severe restrictions being imposed on the employment of foreign students in jobs in this country, among the more obvious benefits.

Efforts in curriculum development or adaptation, and staff orientation and training hold promise of considerable dividends for whatever money, time or energy a college is willing to invest. Individual colleges have created imaginative, distinctive programs in many instances. But the efforts seem isolated and of not much relevance to other institutions, possibly because there is not much of a flow of relevant information throughout the two-year college network. Curriculum ideas, publications, syllabi, and other instructional material often have an individual collegiate stamp. While each college must utilize materials that fit its own needs and constituencies, broad and basic information exchanges could be highly useful, as they are in other areas.

The several consortia in operation seem unable or are not yet strong enough to tie colleges together programmatically. Only a few colleges in the study mention any affiliation with others.

One other indication of a lack of cooperation in the field is the paucity of domestic transcultural exchanges reported. Just a few colleges have established curriculum, student, or faculty exchanges with other institutions in culturally different areas in this country.

Despite this situation, many colleges did emphasize the direct logical relationship between their efforts to develop greater cross-cultural understanding in their own communities and their work in the international arena.

In one section, this Report offers examples of how many two-year colleges study and utilize the resources of various ethnic and cultural groups in their service areas. All of these activities have direct implications for educating students for living in an increasingly interdependent world.

This study leaves the impression that the really active initiators of programs have developed their approaches and materials without benefit of what has already evolved in senior colleges or universities. Only two or three colleges in the study volunteered information about a current working relationship with a senior institution in international education. However, there was little specific attention given to identifying any external source of instructional materials even in

"area studies" or "area concentration" programs. Further analysis of this point is needed.

A commitment to developing international education seems readily identifiable in the two-year college, at least at the departmental level and, increasingly, in the president's office. This supportive attitude encompassed education for the adult residents of the community as well as the general student body.

With good curriculum ideas sprouting across the country, the prospect is bright for a nation-wide flowering of international/intercultural activities in the two-year college. The study's colleges mentioned in many cases the critical need to provide orientation and sensitization experiences for faculty and administrators in order to offer strong programs. This study touched only lightly on problems of staff development. It is to be hoped that other studies will be conducted to review this important topic in greater detail.

Colleges did indicate that budget problems made it unlikely that good new program or staff development work could be undertaken to any satisfactory degree. Lack of money is blamed by many college officials for their lack of achievement in these areas. Several institutions reported curtailing study abroad and other activities because of financial problems.

Yet there is evidence to suggest that many courses or programs currently offered in any college can be infused with intercultural/international elements with little or no additional expense. Alluding to this matter, one dean wrote, "not having a 'major' on campus with an international title does not preclude the possibility of a strong and integrated international effort on campus."

The study highlights many exemplary programs. Perhaps this information will be useful to faculty, administrators, board members and others in position to stimulate program development.

Incentive or "seed" money, and particularly additional recognition in the form of support from the U.S. Office of Education would generate a strong current of community college activity. Grants provided in the past by USOE have been remarkably productive. In each instance that such grants were reported in the study, the college had more than matched each Federal dollar with its own funds, and was intent on continuing the work on its own power after the termination of the grant period.

Other community colleges, too, state they are eager to launch programs they can later sustain themselves if only start-up funds can be made available to them by USOE or other sources.

This study indicates that the community college has done well so far, but certainly has only begun to use its talents and capabilities for helping students, and the American public generally, develop a better understanding about the cultures and actions of other nations in order to exercise their own citizen and voter responsibilities.

Community colleges are well established as community-oriented learning centers. They are ready, willing and able to strengthen their efforts to increase citizen awareness of the growing interdependence of nations. Leaders in the field have already expressed, in program form, the thesis that identification with one's home town should be accompanied by a sense of membership in the world community. Included in their consideration is, of course, education about the various cultures represented in the American community as excellent background for understanding the larger world.

## Exemplary Programs

While it is impossible to list and review all the programs that have come to light in this study, an attempt has been made to describe in the following pages some examples that seem to characterize the range of intercultural/international programs offered by community colleges. This is nothing more nor less than a sampling taken from reports provided by institutions from across the country. Various aspects of international education from programs of institutional cooperation to overseas study and on-campus activities for international students are included.

The descriptions of Exemplary Programs are divided into three sections: International Emphasis, Ethnic/Cultural Emphasis, and Additional Samplings in Brief. Many of these are worthy of replication subject, of course, to necessary adaptation to the culture of the respective colleges and communities.

## 1 International Emphasis

### Bergen Community College, Paramus, New Jersey

Bergen Community College offers a wide range of courses with international dimensions. They cut across the interests and objectives of both American and international students on the college's campus. Following is a sampling of the types of courses provided in this effort to inculcate greater awareness of the international connection on this New Jersey campus.

There is a criminal justice seminar abroad which involves the study and comparison of the international system of justice. Stress is placed on a review of the interacting agencies among various countries and their current policies and procedures. On the other end of the scale, the college offers Speech for International Students, a course designed to assist the non-native and the bilingual student in learning and applying methods in organizing, delivering, and evaluating formal and informal speeches.

There are courses for tourists in German, French, Spanish, and Italian. These offerings reflect awareness of the increasing mobility of Americans and particularly their interest in traveling and studying in other countries. Emphasis is on equipping the tourist with the basic vocabulary of the particular country - and to familiarize students with customs of the places they will visit.

Three courses dealing with the cultures of France, Spain and Mexico include study in those countries. Each requires 15 hours of contact study in the United States and 30 hours in the subject country. The courses offer intensive study in the conversation, the people and the cultures of the countries. Finally, a number of courses are taught in Spanish - as well as English; Introduction to Business Management, Latin American History, and U.S. History.

The college also offers a variety of intercultural non-classroom activities for students on campus.

### Big Bend Community College, Moses Lake, Washington

For ten years Big Bend Community College has worked to train Japanese nationals. Through the Japanese Agricultural Training Program it has

offered English as a Second Language and Introduction to American Agriculture to over 1500 of these students. During a three-month period, students attended class for six hours a day and participated in field trips to nearby towns and farms. In 1974 Big Bend Community College Foundation took over the sponsorship of the Japanese Agricultural Training program. In cooperation with the U.S. Department of Labor and the State Employment Services, and with the approval of the U.S. Department of State and the Japanese Ministry of Foreign Affairs, the Foundation coordinates the training of students at four institutions and their on-the-job training in their area of specialization (e.g., beef production, citrus and ornamental horticulture) in twelve states.

In addition to its work with these agricultural trainees, Big Bend has also conducted three-week credit seminars on Conversational English and Introduction to American Culture for Japanese men and women who are placed in American homes, and classes in English as a Second Language for dependents of Japan Airlines employees living in Moses Lake.

As a result of these programs, community interest in Japan has increased. Each year the Japanese agricultural trainees conduct at least two public cultural programs. In addition, the College has offered a credit introductory course, Japanese Culture, and under the auspices of the Foundation has sponsored a seventeen-day tour to Japan which allowed participants the options of taking a regular tour, traveling independently or participating in scheduled visits with former trainees of the Japanese Agricultural Training Program. All programs described above are self supporting.

Bronx Community College, Bronx, New York

"Bronx Community College is deeply committed to the philosophy that our students must be educated to live globally within a world that is becoming increasingly interdependent," said Richard A. Donovan, associate dean for educational development at the college. "We are strong supporters of international/intercultural education both in our regular and special programs."

Bronx's commitment is reflected largely through summer programs, programs and services for foreign students, and through the performing arts, public lectures and other campus-wide and extra-curricular activities. In addition, international/intercultural education is

promoted through courses in a number of departments - marketing, history, art, music, political science and modern languages (French, German, Italian, and Spanish).

Illustrative of how the college is involved through course work are its offerings in the marketing area. These include courses in International Travel, particularly with regard to fashion merchandising; International Marketing; and Tourism as an Industry. The college points out that few fields of study are more important in a world in which business, industry and travel are bringing peoples closer together.

A wide range of international/intercultural activities take place on the campus, either sponsored by various international clubs or by the language departments. Some examples: Chinese arts and crafts show, Caribbean fashion show, Italian cabaret featuring Italian food and music, Haitian cultural fair, and a variety of programs presented by the Puerto Rican Student Association.

The foreign language departments annually organize a language festival which includes various cultural activities associated with the countries in which the languages are spoken.

Bronx is justly proud of its Mobile Intensive Learning Experience (MILE) inaugurated in 1973 to provide for travel and study abroad. The program enables students to select two courses for study abroad. MILE in 1975 involved study in Puerto Rico, with 31 students and four professors participating. The first year of the program the college cooperated with Seneca College of Toronto, with students and faculty getting an opportunity to learn about Canada with Canadian students. Bronx expects to continue this kind of inter-institutional cooperation in support of international education.

Finally, the college is home for about 100 foreign students. Special counseling services are provided for these students - as well as programs that help to provide visibility for their particular cultures.

Brookdale Community College, Lincroft, New Jersey

Brookdale Community College has contributed significantly to advancement of international/intercultural education through a program supported by the U.S. Office of Education "to strengthen the international dimension of general education" at the college. The project,

which was completed in 1976, concentrated on the development of two new courses: Intercultural Communication: the Person and the Process; and Culture and Personality. In addition, the program involved the establishment of an Intercultural Learning Center.

In a report to the U.S. Office of Education, the college listed these achievements:

"- the existence of the two courses, now as permanent offerings of the college,

- the very positive reception of the two courses together with growing student enrollment,

- marked improvement in the pre-departure orientation and intercultural training of Brookdale students in Ecuador,

- the incorporation of culture teaching techniques in language classes,

- much increased awareness among faculty, administrators, and students regarding the international/intercultural imperatives of community college education,

- development of a group of faculty and staff actively interested in furthering international/intercultural consciousness and activity at the college,

- purchase and development of a good collection of international/intercultural print and nonprint resources..."

In addition, Brookdale infuses many of its courses with an intercultural/international flavor. These range from histories of various cultures to folk dance and to the contemporary novel and art history. The college lists about 25 courses in this category.

Examples of non-credit courses, exhibits, musical or other activities include a weekend intercultural workshop once or twice a year, maintenance of an International Students Association, orientation workshop for international students, an International/Intercultural Communications Committee, a foreign film series, and a Spanish-American weekend annually.

The college also maintains a Committee on Foreign Student Admissions and Procedures.

The college is involved in the New Jersey component of the Tri-State Consortium on International Education - and engages in informal cooperation with other area community colleges in planning and conducting intercultural workshops.

Summer and other study programs have been conducted in Ecuador, the Soviet Union, India and Egypt involving both students and faculty.

Central Y.M.C.A. Community College, Chicago, Illinois

In an effort to strengthen the international dimension in its curriculum, Central Y.M.C.A. Community College developed a non-credit interdisciplinary Seminar in International Awareness. This course has strong administrative backing and over a period of two years 15 faculty members were involved in its development. The college has a high percentage of black and foreign students who were well represented in this seminar.

Although the International Awareness Seminar dates from 1972, as a result of funding from the U.S. Office of Education its component parts were strengthened. The seminar serves as an introduction to psychology, social science and rhetoric. Its thematic orientation changes from one semester to the next but its format remains essentially the same. Students are involved in interpersonal and intercultural encounters as well as in sharing experiences to be analyzed for personal and cultural variations in perceptions, expectations, logic, values and norms. The theoretical and methodological content is introduced by way of short articles and films which are reflective of the insights of the various disciplines. These serve to stimulate discussion, illustrate the interdependence of the disciplines, and encourage the student to make analyses and solve problems. A program in rhetoric and composition is included to help students in communication. It is expected that the seminar will help a student arrive at an understanding of him/herself as a unique personality as well as a member of a social and cultural system. The course incorporates an in-depth weekend experience which includes student seminar participants as well as interested and supportive faculty. Its intent is to provide an opportunity for students to interact in a non-academic environment and to encourage faculty to include intercultural issues in their own classes.

Considerable enthusiasm has been generated by the International Awareness Seminar which has resulted in special international weeks sponsored by students, the development of an international center, and the offering of a team-taught course - International Arts and Culture Seminar.

Plans are to amalgamate the International Awareness Seminar staff with the staff of the Abacus program - a new program which focuses on the improvement of academic skills. With the infusion of the international/intercultural emphasis into that skills program, the impact of international education would be served more effectively.

During a two-year period, Central Y.M.C.A. Community College received approximately $58,000 from the Office of Education and made an institutional commitment of approximately $60,000 to the development of the International Awareness program.

Daytona Beach Community College, Daytona Beach, Florida

Daytona Beach Community College has concentrated its international/intercultural work in a number of courses - including one overseas study program - and an arrangement for an international study consortium with three other Florida colleges.

Among the courses that give emphasis to international education are:

- Two courses of three semester hours each, entitled Humanities I and II: the contributions of literature, the fine arts, music and philosophy of the Western European world from primitive times to the 20th century.

- One three-semester course entitled Introductory Humanities which is an investigation of the spirit and principles of the fine arts as they reflect and reexamine the traditions of the past. They emphasize contemporary art, literature and music as an expression of modern culture and as an outgrowth of past traditions.

- One six-hour humanities overseas study program involving three weeks of on-campus study and three weeks of European travel.

- Sequence of four three-credit courses in French and Spanish.

- Comparative Religion, a three-credit course with emphasis on Judaism, Christianity, Hinduism, Buddhism, Taoism, Confucianism, Shintoism and Islamism.

Early in 1976, Daytona Beach entered into a consortium with Valencia, Seminole and Polk Community Colleges to promote international study. The program will include a six-week humanities survey course to include a three-week pre-travel survey of the high points of Western art and literature, followed by a supervised and instructional three-week travel seminar. Twelve students from each school are to take part.

Fashion Institute of Technology, New York, New York

"The Fashion Institute of Technology has had an international component almost since its inception and the institution is committed to its further development," according to Gladys Marcus, dean of liberal arts. "Over the years the college has been developing international education in five areas: curriculum development, study programs abroad, students on campus, faculty exchange, and faculty serving as technical consultants."

Among courses that deal with the cultures of countries other than the United States are the Histories of pre-Columbian and African Civilization and Art, History of Oriental Civilization and Art, Modern European and American Art, Introduction to World Affairs, China and Japan - Yesterday and Today. In addition to these day programs, the college offers courses with international/intercultural content in the evening.

The Fashion Institute has an impressive design laboratory housing clothing and accessories from throughout the world. A member of the faculty presents lectures and slides on French fashion as a result of summer study in Paris.

On the extra-curricular side, the college maintains an International Students Organization. Oriental and international food festivals are held along with fashion shows.

F.I.T. has conducted workshops and seminars for visiting groups of Japanese industrialists who have sought up-to-date information on

American industrial applications, particularly in the field of fashion. The groups have been sponsored by various business-oriented groups in Japan. Outside the country, F.I.T. is also active. For example, every summer four carefully selected students from the fashion buying and merchandising department spend a semester abroad at the College for the Distributive Trades in London. In a structured "total experience", the Institute's students go abroad to spend a half year at a British college, live in a British residence, among British people. A summer program in international buying and marketing involves 25 students in a study trip to London, Paris, Rome and Florence. Another typical program is the "Semester in Switzerland" whereby 20 students each semester study at a knitting plant school in Neuchatil, Switzerland.

At the faculty level, there are a number of exchange programs with institutions abroad. In addition, members of the administrative team have lectured and served as advisors to other countries. For example, for the past five summers, F.I.T. faculty have run seminars in Tokyo aimed at executives of the fashion industry.

A recent analysis of foreign students on the campus showed 62 students representing 24 countries.

Lansing Community College, Lansing, Michigan

This midwestern college has combined regular studies in various areas with international interests - dating from several years ago. During the summers of 1969, 1970, and 1971, for example, students enrolled in natural science and independent study sailed aboard Mexican shrimp boats on the Gulf of California, exploring the islands and underwater world of the Sea of Cortez. More recently, in the summer of 1975, students of French language participated in a program on French study in Quebec - which provided them with an opportunity to apply their abilities in the language and at the same time to learn more about the culture of French Canada.

Another opportunity for contact with the life-style and culture of another country was provided in 1973 when the language arts department sponsored a study tour of London. Moreover, a summer school program has been conducted in Kongju and Seoul, Korea. Truck driver training students in another program carried donated items from the people of Michigan to the people of British Honduras.

Non-credit activities are also arranged in the interest of international/intercultural development. Among these are counsel to foreign student and visitor events. Lansing Community College is coordinator for a mid-Michigan College Consortium and Advanced Institutional Development Program.

Los Angeles Community College District, Los Angeles, California

This large community college district, enrolling nearly 135,000 students, has a variety of on-campus and cooperative activities in the intercultural/international area. For purposes of this Report, however, attention is on one of the college's programs which represents a distinctly different dimension of international education. It comes under the heading of "Los Angeles Community Colleges Overseas."

The intent of this program is to provide offerings of the District to persons, primarily those in the military services, who are stationed overseas. Classes are being conducted in the following locations: Japan, Korea, Okinawa, the Philippines, Taiwan, Thailand and Iceland. The thrust of the program is essentially vocational - although general educational courses are also offered, enabling students to pursue associate degree programs while in the service.

Obviously, the primary purpose of this program does not directly relate to intercultural development. It does graphically illustrate one college's effort to reach beyond its own boundaries to serve Americans and some foreign nationals as well.

The multi-ethnic mix of students on the home campus is reflected in a wide variety of programs of study in languages and cultures of other countries.

Los Medanos College, Pittsburg, California

Faculty and staff of Los Medanos, a new community college, spent more than a year planning an introductory general education course which offers significant possibilities for strengthening the international dimensions of the curriculum.

The general education core curriculum consists of six inter-disciplinary packages covering the following categories of knowledge: behavioral sciences, social sciences, biological sciences, physical

sciences, language arts, and humanistic studies. Each package is made up of the following segments: a generic segment in which concepts and principles basic to one category of knowledge are introduced, a discipline segment in which various disciplines and the societal implications that flow from that knowledge are emphasized, and a plural pursuits segment in which a student may pursue special interests related to a specific category of knowledge.

Corresponding to the six categories of knowledge listed above are six generic course offerings: The Nature of Man in Society, Man's Social Order and Institutions, The Life Process, Spaceship Earth, Language and Thought, Man, the Creator. Each of these generic courses meets one hour per week and carries one unit of credit. The generic course is the prerequisite to any discipline course and as such is an introduction to the fundamental concepts and principles common to the respective disciplines in that particular category of knowledge. In the generic course the inter-relationship of these disciplines is made explicit and the implications of knowledge gained is applied to the issues of individual, societal and plant survival.

Generic courses are followed by discipline courses which meet three hours per week and carry three units of credit. Prior or concurrent enrollment in the generic course of the discipline is required. In discipline courses, the concepts and principles from the generic course are made specific to the discipline. One hour of the three per week is devoted to plural pursuits of special interests. Plural pursuits not only allow students the opportunity to define their education but allow for a wide diversity of studies, particularly those with a topical or international focus. The possibilities for plural pursuits in these discipline courses are unlimited. It is in this area that the international dimension and topical focus can be most profitably pursued.

In order to continue these interdisciplinary pursuits, sophomore students are invited to participate in the Sophomore Colloquy. This interdisciplinary format is envisioned as a continuing and deepening dialogue focused on societal issues, their ethical dimensions and options for social change.

The development of this general education curriculum was assisted by a grant of approximately $60,000 from the U.S. Office of Education. A large part of the institutional budget of Los Medanos, i.e., approximately $244,000, was invested in this project as well.

Meramec Community College, Junior College District of St. Louis, Missouri

The major objective of the program of intercultural communications at Meramec is to enable Meramec Community College to more effectively utilize the foreign language staff together with selected members of the general faculty who have demonstrated expertise in related areas, and to provide increased opportunities for students to acquire some knowledge and understanding of cultures other than their own.

In the curricular area, as of a year ago, the college was offering three courses designed to enhance understanding of other cultures. One of those was in the area of world literature, with a goal to help American students understand other cultures through literature. Another concentrated on film and people - aimed at providing a basic understanding of the cultures in which the films were produced, as well as promoting better understanding of foreign motion picture production techniques. In a more practical vein is an introductory course in the technique of translation. The latter program concentrates on the Spanish language - designed to increase understanding and use of Spanish.

Another part of the Meramec program is that involving cultural activities in the international realm. This includes lectures on various cultural traditions - from the ballet of Mexico to the influence of Confucianism and Taoism on the Chinese Culture to student attitudes toward change in Thailand. Another activity was built around a "Salute to France", with lectures and presentations on a variety of subjects, and still another involved a series of programs on Australia and South India.

Miami-Dade Community College, Miami, Florida

One of the largest institutions of its type in the United States, Miami-Dade Community College confronts a myriad of pressures in attempting to serve the great mix of people who gravitate to this rapidly growing urban center. The task of meeting the practical, everyday localized needs of its students and other residents of the community is enormous. Yet, the college recognized that a part of the job of meeting needs of its clientele is that of insuring greater understanding of the complexities of the larger world.

One of the most ambitious efforts is to be found in the college's international studies project. With support from the U.S. Office of

Education, the college joined with other community colleges from across the country to design ways of introducing issues of global significance and concern into courses normally associated with four areas of general interest: social science, humanities, environmental education, and natural science. A series of national conferences was held to develop appropriate curricula. The results of that work are now reflected in the educational program at Miami-Dade.

Miami-Date, which has an excellent audio-visual production capability, has gone beyond its campus to further international communication. The college has, for example, completed a 20-minute motion picture on environmental problems in Yugoslavia in cooperation with Syracuse University. Results of that effort are available in the form of films, slides, tapes and print materials for educational and library use throughout the United States. The college is also offering to educational institutions throughout the country and abroad a Spanish language version of its Man and Environment curriculum. This semester course is condensed from a year-length curriculum in English that has been used by some two-year and four-year institutions in more than a dozen states.

The Florida-based college serves as a primary entry point for students from many other countries. As many as 3,000 students from 48 countries have been served by the college in a period of one year. The college maintains a very sophisticated admissions, testing and counseling program for these students - and provides courses in writing and speaking English for non-English speaking students.

Despite its size, the college offers a student activities program for foreign students - and arranges an annual foreign student observance known as International Culture Week. The college has joined with other educational institutions and community agencies to share common interests and problems in the field of international education.

Mohawk Valley Community College, Utica, New York

Mohawk Valley Community College, founded in 1946 as a two-year institution, is affiliated with the State University of New York system and currently enrolls over 6,000 students. Interest in international education dates from 1974 with the establishment of an international education committee and the hiring of a chief executive officer whose background is in international education. Institutional support for international education is evident in the strong backing of the chief

executive officer and several academic administrators, support among a few individuals of the student personnel staff, an active international education committee which represents all areas of the institutions, a substantial number of faculty with overseas experience, and adequate library holdings in the area of international education.

Although the MVCC curriculum offers no area studies courses, there are a number of social science courses which have been infused with an international dimension. Beginning in 1974 an International Relations course was offered which included two to three weeks of an internship experience abroad. Language offerings include courses in French, German, Spanish, Italian and Russian, as well as special classes in Spanish for medical professionals and Conversational French for travelers. In addition, since 1971, MVCC has sent six students abroad to London on a program sponsored by the Tri-State Consortium on International Education. The college plans to give more attention to academic advising and its role in assisting in the development of the international education curriculum.

Faculty have indicated overseas experience in at least 18 countries. Each year approximately 3 percent of the faculty are awarded leave and some use this opportunity to travel, study or work abroad. Recently, faculty members have traveled to Japan, India, Europe, Africa and Hawaii. During 1974-76 one faculty member, sponsored by a Fulbright Fellowship, taught at Bosphorus (formerly Roberts) College in Turkey.

Extra-curricular activities on the MVCC campus often have an international dimension. An attempt is made, particularly through these activities and the work of the continuing education program, to reach out to the ethnically diverse community.

Students have participated in Rockland Community College's study abroad program, and there is interest in developing cooperative programs with local commercial and industrial firms which have foreign ties. Foreign student enrollment, although small, provides links to a number of foreign governments. The experiences of faculty members as technical consultants in India and of one who served as an orchestral director in Rome and Berlin offer the kinds of contacts which can be pursued.

Budgetary commitments to international education have been limited. However, funds have been provided for faculty development in workshops and at conferences. The staff expresses an eagerness to secure external funding to develop the international dimension at the college.

Northeastern A & M College, Miami, Oklahoma

Foreign students at this small southwestern college - numbering around 60 - form a kind of window to the world for American students and the community in which the institution is located. Emphasis is on exchanging knowledge and information about the cultures of all countries involved, but concentrating on informal activities to promote international/intercultural understanding.

A principal activity is international week, celebrated annually. Programs during the week range from the showing of foreign films to an international foods festival and a buffet in which (during 1976) world peace was stressed. While such events would receive little attention outside a campus in an urban setting, they tend to focus the attention of an entire community in this situation.

In addition to the annual week's observance, the college has promoted establishment of a community-college liaison group called MICRO, Miami International Community Relations Organizations, made up of representatives of the college and of the community. MICRO in turn has helped to establish a host family program and conversation classes with foreign wives. Local families who serve as hosts to the students open their homes to them for occasional meals, conversation, and excursions. (The students do not live with the families.)

Foreign students are also encouraged to talk to local groups about their customs and traditions and to become involved in dormitory seminars on intercultural communication. An International Club is also maintained.

The college now plans to broaden its curriculum to more adequately reflect concern with the cultures of other countries. College officials indicate that work at Northeastern is in its embryonic stages - but there is considerable enthusiasm and support for expansion in a number of areas.

North Seattle Community College, Seattle, Washington

In order to strengthen the international dimension of the curriculum at North Seattle Community College, a multi-disciplinary, team-taught program entitled Man and His World was designed to examine the following three themes: man's attempt at survival, man's relations with other men, and man's self introspection. All themes are examined

through a multi-cultural perspective. With the assistance of different types of media, these major themes are presented in large lecture sessions. Through a series of integrated, supportive mini-courses on culture, language, and area studies, the student is provided the opportunity to pursue these large themes in depth.

As a result of funding from the U.S. Office of Education, the Man and His World sequence expanded to three quarters and capabilities in non-Western art, history, music, and contemporary affairs were increased through the addition of part-time instructors for a number of new mini-courses. In addition, a problem oriented course was added, 15 guest lecturers were brought in, and a community-wide symposium on contemporary world problems was established. The college also developed a series of independent learning packages to enable students to study in depth the topics covered in the large lecture sessions. Topics being considered for packaging are: Value systems: Elements and Types; The Commercial Revolution of the Fifteenth Century: A Comparison between Europe and China; and Parallels Between Greek and American Democracy.

During a two-year period, North Seattle Community College received approximately $50,000 from the Office of Education and made an institutional commitment of approximately $62,000.

Rockland Community College, Suffern, New York

Because of dedication on the part of administration, faculty and students to the importance of intercultural/international education, Rockland Community College is said by some observers to be a forerunner institution in the field. It is perhaps the only community college in the country that has established a "college within a college" to promote and advance its commitment to internationalization.

A statement from a college document encapsulates the conceptualization of International Community College:

> "This new entity at Rockland is based on the premise that to be alive in the contemporary world means that identify with the local village, town or country must also be accompanied by a sense of membership in the global community - spaceship earth. The factors and forces of recent history have called forth an imperative - the imperative

> that intercultural and international literacy is a necessity in order to fully comprehend and participate in the world as it is and as it will be in the 21st century, when our present students will be reaching their maturity and roles of responsibility."

The College grew out of a long history and tradition of international involvement. It has conducted over 30 study-abroad programs in some dozen countries. More than 300 students have gone each year to such countries as England, Denmark, Canada and Israel in the study programs. Rockland Community College is the only community college to hold membership in the worldwide Associated Schools Project of the United Nations. It is currently the location of the North American Office for the International Baccalaureate, and is also active in the Tri-State Consortium.

Rockland's International Community College is providing various avenues for motivated and qualified students to pursue intercultural and international studies and experiences. These avenues in the beginning are in the form of a threefold choice of curriculum: the International Baccalaureate; Man, Community and the World; and International Business and Careers. Students who successfully complete the full two-year course in any of the three possibilities will receive preparation corresponding to the existing first two years of regular college work and will be awarded the Associate in Arts or Associate in Arts and Sciences degree. In the case of the International Baccalaureate, students are also able to qualify for an internationally recognized diploma giving eligibility to foreign universities.

Rockland Community College - with its new international unit and the great variety of other programs and experiences offered - provides models that are well worth reviewing by other community colleges as they enter the international realm or attempt to refine existing efforts.

San Jose City College, San Jose, California

With the assistance of a grant from the U.S. Office of Education, San Jose City College initiated a new interdisciplinary program entitled, "Future Think: Exploring Earth Community." Its objective is to introduce a global and futuristic dimension into a number of

traditional courses and to center these courses around a new core - Sociology/Fiction of the Future.

Six faculty members and one administrator have been involved in the extensive planning and developing of this program and they continue to meet to refine the program.

The course surveys both fiction of the future and sociological methods used in analyzing the future. Past and current social problems are examined as a point of departure for forecasting the future.

Besides this core course, students must take at least one new or revised course in the Future Think program. New courses include the following: Language, Culture and Change, a three-credit course in which students are introduced to three different languages and cultures. Past and present accomplishments and the future of these cultures are examined; and the History of Third World Nations, which examines developments in these nations since World War II and offers an explanation of possible future trends among them.

Courses which have been refocused to include global and futuristic dimensions include: Ecology and Man, Marriage and the Family, Introduction to Sociology, Freshman Composition, and Introduction to Literature. In conjunction with the Future Think program, SSCC has sponsored weekly speakers on relevant topics and special symposia on energy and science fiction exchange.

In a two-year period, SSCC received approximately $56,000 from the Office of Education and made an institutional commitment of approximately $132,000 to the Future Think program.

Staten Island Community College, Staten Island, New York

International/intercultural programming at Staten Island Community College is wide-ranging and far-reaching. There are numerous study-abroad programs, classes are taken to the United Nations for briefings by representatives of foreign governments, and, on the other side, United Nations leaders are frequently brought to the campus for lectures and discussions.

During 1976, for example, a group of 20 students studied Anglo-Irish literature at University College, Galway, Ireland. In preparation, the students took Irish History and a course in the major Irish

writers, at SICC. While in Ireland they made archeological visits and sampled Irish life and culture.

Sequences for international studies have been developed in the curriculum of the college, with provisions for articulation for the final two years at a senior college. SICC enrolled in 1975-76 its first group of International Baccalaureate candidates. Efforts are underway to use the College Continuum Program to recruit promising high school seniors for international studies.

Staten Island recently developed a program for students who would like to live and work abroad as interns. It is expected that this will become a very popular and important manifestation of the college's strong interest in the promotion of international relations.

Some idea of the emphasis Staten Island places on international education is to be found in a "self survey of international education involvement" completed in 1975. The exhaustive report shows a positive commitment on the part of the faculty and the administration to cosmopolitan education. The set of goals is worth repeating:

1. To provide an atmosphere in which international and intercultural education can take place.

2. To stimulate participation in programs of student and faculty exchange.

3. To develop programs for international students at SICC which provide for their participation in all aspects of college life.

4. To encourage the faculty to broaden their own experience in intercultural education and to include this dimension in the content of their courses.

5. To bring to the campus international guests - government officials, educators, business persons, students and professionals.

6. To encourage SICC faculty to participate in programs abroad in which they share their academic and administrative expertise.

7. To involve the Staten Island community in programs which emphasize international and intercultural education.

Some other interesting examples of travel and study abroad include traveling groups which studied language, history, and sociology in the Caribbean and Venezuela; traveling seminars to France, West Germany, East Germany, Poland and the Soviet Union; and a summer course in science and humanities aboard a ship which traveled the Atlantic.

With the assistance of a foreign student advisory board, a variety of student programs have been held, including various nationality days, food festivals, international dances, film showings, performances, concerts, fashion shows, model United Nations sessions and trips to Washington, D.C., for international students.

Two other inter-institutional activities should be mentioned. To assist the University of Zambia in revamping its educational system to meet more directly the technological and contemporary needs of the nation, SICC developed diagnostic tests and curricular plans, sent several faculty members to Zambia for six months, and hosted Zambia University officials. Twenty-five members of the student body and the faculty and two members of the Board of Higher Education participated in a study mission to the Peoples Republic of China. Students received college credit for the mission and for the intensive study before and during the trip.

The college offers more than 175 courses with an international component - ranging from such basic programs as Chinese Conversation, and, The French Song, to broader subjects such as International Economics, and the History of Modern Russia.

Vincennes University, Vincennes, Indiana

The focus at Vincennes University in international education is on its program for a large number of students now coming to the campus from other countries. Today, the University, a two-year institution, enrolls some 129 full-time foreign students representing 15 countries.

Approximately 70 percent of the students have company or agency sponsors, e.g., Arabian Oil, Kuwait Embassy, Embassy of Switzerland, and Hong Kong businessmen. The remainder are sponsored by parents or

guardians. Some 65 percent of the international students are enrolled in pre-engineering programs. The second largest group is in business administration.

Foreign students in a sense serve as catalysts for intercultural and international education at Vincennes and in its community. Each student is assigned to a host family which allows for interactionn culturally. The students spend holidays with the host families - thus are introduced to traditions of this country and at the same time impart information about their own environments to their hosts.

An International House is maintained, with a director who makes arrangements for students to visit schools and community organizations for interaction and discussion.

In addition to its work with foreign students, Vincennes mixes international education into its regular curriculum. All three language programs - French, Spanish and German - go beyond the teaching of the language to inculcation of knowledge of the particular country and culture. A field trip to France was sponsored as part of the French course.

The college has the traditional six-credit hours of World Civilization. The art department introduces an interpretation of foreign art in depth as a result of staff and student visits made during recent years to a succession of European countries. Both economic geography and world geography are taught in global settings - and the college offers six hours in a survey of European history.

The introductory course in sociology covers in some detail the different patterns of social behavior from country to country. Both art and music appreciation have wide application in the field of international education. The college also offers a course in Afro-American history, a course on Russia and the Tsars, and Russia in the 20th Century. A course in world politics is offered - and a course, Marriage and the Family, reviews marriage patterns in many countries.

West Valley College, Saratoga, California

"Project 2000: Dimensions of International Experience" is a general education program initiated by West Valley College in 1974 to provide an alternative method of course delivery and flexibility in course purpose and content. It is an alternative to, as well as a supplement for, the traditional semester general education course.

The project consists of a series of short course modules which are offered through one of the following master courses: Natural Science, Social Science, Humanities-Fine Arts, Learning Skills, Electives. Each module carries one credit and besides exposing students to one of the above discipline areas focuses on one of a combination of the following international experiences: American Experience, European Experience, Far East-Oceania Experience, Middle East Experience, African Experience, and Futures Experience.

The traditional semester is divided into three sessions and in each session a student takes a module which has both a discipline and an international experience focus. Since 1974, 13 departments have taken part in Project 2000 with as few as one and as many as 13 faculty from one department participating. During the 1974-75 academic year 150 modules were scheduled. The following are illustrative of these module offerings: Natural Science: Resources for the Future; Social Science: The Soviet Union, 1917 to the Present; Social Science: Human Sexuality - Myths, Laughs and Reality; Humanities-Fine Arts: Arts of Mexico; Humanities-Fine Arts: Sounds from the Continent; Learning Skills: Literature of Irish Nationalism.

It is believed that Project 2000 is not only an alternative to the general education format but provides an approach which points up the interdependence of the disciplines, and creates a framework in which course innovation is possible.

Project 2000 was developed with the help of a grant of approximately $60,000 from the U.S. Office of Education and an institutional commitment over a two-year period of approximately $130,000. The project stemmed from a pilot project begun in 1974-75 in which approximately 1500 students participated.

## 2 Ethnic/Cultural Emphasis

### Alice Lloyd College, Pippa Passes, Kentucky

Isolated in the backwoods of Kentucky, Alice Lloyd College is in and of the storied American sub-culture known as Appalachia. The faculty and staff of this private institution are dedicated to improving understanding of this section of the country as well as the qualify of life for the people of the area.

In its educational program, the college concentrates on training local people for teaching and health-care delivery, as well as other social services. But the college has also sought to foster appreciation for the ancient crafts and folkways of the people of the section.

Through a grant from the National Endowment for the Humanities, the college created the Appalachian Learning Laboratory as a resource center for Appalachian life and culture. The Laboratory is composed of six on-going programs: photographic archives, Appalachian Summer Theatre, Appalachian Heritage magazine, oral history project, Appalachian Term, and Man and His Environment. Goals of each are to encourage students to be both learners and contributors, preserve a heritage, understand the past as a guide to the future, and to use the community as a resource. Underlying the project is the theory that a thorough understanding of the local culture will lead to alternative futures.

The zeal of those responsible for creating and directing the resource center is summed up by an official of the college: "We're devoted to the cause. And we mean to meet our goals. After the fad passes and everyone else pushes Appalachia to the background, we'll still be here, doing what we set out to do."

East Los Angeles College, Los Angeles, California

In efforts to promote intercultural communication within its local community as well as the larger district, East Los Angeles Community College has embarked on a bilingual/crosscultural training program. The effort is supported by Title VI funding from the U.S. Office of Education under the National Defense Education Act.

The main thrust of the project is to identify and establish a bilingual inter-disciplinary course of study leading to an Associate in Arts degree. In its early stages, the program is attempting to build bridges between the Spanish speaking and Cantonese-Americans and the majority culture. Much of the curriculum is being developed in the target languages. Another important aim of the program is to provide the stimulus for the development of full articulation of bilingual instructional credits between community colleges and four-year institutions.

In the process of meeting its primary objectives with this program, East Los Angeles hopes to build a model which can be replicated in other community colleges.

Macomb County Community College, Warren, Michigan

Among the dominant sub-cultures included in the population area of Macomb Community College are Americans of Italian and Americans of Polish descent. In recognition of these constituencies and the important resources they represent, the college has established advisory committees with both groups in order to provide for more effective communication and community-college relations. To date, the committees have promoted displays and demonstrations on the campus relating to traditions and customs of these sub-cultures. A collection of books on Poland and Polish customs and traditions has been added to the Library.

In addition to its efforts in better serving these ethnic groups, the college offers a foreign language program - French, German, Italian and Spanish - at both of its campuses. The program includes a course "for travelers" in all four languages. History courses dealing with Eastern Europe, Asia and Africa are also in the schedule.

During 1975, the college held a series of Nationality Awareness Days open to both students and residents of the community. These featured exhibits of both classical and popular art, a film series, lectures, professsional musical entertainment and related activities.

The college serves approximately 150 foreign students.

Merced College, Merced, California

Since 1972 Merced College has sponsored a number of programs on Mexican culture. Generally the college offers a course each semester on some aspect of Mexican history and culture which includes a field trip to appropriate sites in Mexico. In a study of pre-Hispanic cultures, students visited the sites of the Olmec, Zapotec, Toltec and Aztec civilizations. To examine the effects of the colonial period on the development of modern Mexico, they visit major colonial cities. In studying the Mayan culture, they travel to Yucatan, and in analyzing the relationship between modern Mexican life and the ancient Indian cultures, students live with host families and study art, language and culture. In 1976 the program was extended to include a study of Mayan culture in Guatemala and Honduras, with visits to the Peten region of Guatemala and to Copan in Honduras.

Each program consists of 14 hours of instruction during a concentrated period. One credit is awarded for pre-travel study and one credit for

the field trip experience. Generally, a preparatory course is offered during the fall semester with the field trip scheduled during the Christmas holidays, or in a spring semester with the field trip planned for the spring break. Arrangements for the Mexican culture program are facilitated by the work of a staff member of the University of the Americas in Puebla, Mexico.

Travel groups usually number 40 persons and include college students, numerous community participants and a limited number of high school students. Community groups have in the past provided scholarships for economically disadvantaged students, especially those of Mexican origin.

Merced frequently sponsors art exhibits, dance groups and special speakers on Mexican culture. Community participation is encouraged at these activities and in the workshop on Mexican culture, a "brainstorming" session. The extensive library collection on art, architecture and culture of ancient and modern Mexico is a resource which is shared with the community.

Pima Community College, Tucson, Arizona

Pima Community College demonstrates in its programs how an emphasis on transcultural experience within a local community can logically fuse with international efforts. Based on its considerable experience in bilingual studies at home, Pima has for three years conducted staff training institutions in Guadalajara, Mexico for teachers there who are professionally concerned with instructing in two languages.

With support from the Office of Minority Programs of the Bureau of Educational and Cultural Affairs in the U.S. Department of State, Pima's director of Bilingual and International Studies traveled in early 1975 to Peru, Bolivia, Paraguay and Brazil to confer with Ministry of Education officials regarding bilingual education programs and the possibility of developing international studies and exchange programs. Subsequently, the director was selected to participate in education and cultural exchange efforts between the United States and Germany with costs borne by the Federal Republic of Germany and the Tucson-Guadalajara Sister City Committee.

Pima also served as host to a group of educators from Africa, Asia, Latin America and Europe who wanted to discuss bilingual education with U.S. program directors and leaders.

The college also has participated with other institutions from the Southwest in conferences at the Instituto Tecnologico Regional of Juarez, Mexico.

Community interest is evidenced by such activities as the establishment of a Tucson Sister City Committee and Tucson Trade Bureau awards to foreign dignitaries. Public officials have expressed a need for international cooperation in a variety of matters ranging from control of drug traffic to promotion of international tourism.

The college plans to increase its effort to help the community replace provincial outlooks with a "world conscience realizing that policy decisions made abroad can and do affect what happens at the local gas station, and because interest in the conservation of natural resources has awakened an international perspective."

Sheldon Jackson College, Sitka, Alaska

This private two-year residential college, the oldest educational institutions in the State, has related closely to the Sitka community since its inception as a Tlingit Indian training school in 1878. With its special concern for serving native Alaskans, the college offers language workshops in Tlingit, Eskimo and Haida, as well as several intercultural symposia. In addition, special presentations or forums on campus and in town, some broadcast over television, provide an opportunity for foreign students to explain their respective cultures and life styles. The college also highlights native art and sponsors native emphasis weeks.

Community participation is invited in the film and intercultural programs. The college also offers to community members courses relating to the Alaska Native and Land Claims Settlement Act.

To provide additional international perspective to the formal courses, the college annually sponsors a spring semester study program in Spain for about 50 students and is planning a similar venture in India and one relating to Europe in general.

With a student body composed of 60 percent minorities - Alaska Native - extensive opportunity is afforded the students to encounter other cultures both on and off campus.

Suomi College, Hancock, Michigan

Suomi is a small private Lutheran College with close ties to the culture of Finland. Thus, Finnish tradition shows up among some of its international/intercultural programs - though they are by no means limited to one country alone. Arnold E. Lack, vice president for administration, believes that colleges like Suomi have an important part to play in the international field. As with many other colleges, of course, this small school is held back to some extent by lack of resources available for expansion of the international dimension. Yet it provides some good examples for colleges in similar circumstances.

"Three Cultures on a Northland Campus: Finns, American Indians, Micronesians" is the title for a project supported by the Division of International Education of the U.S. Office of Education which was designed to strengthen the international component of undergraduate education. American Indian Studies, Finnish Area Studies and Micronesian Area Studies are offered, with four courses taught in each area. Faculty, administrators and students are involved in two 14-day programs in which they are immersed in the consideration and discussions of international concerns.

Suomi College is the only institution of higher education to be founded by Americans of Finnish descent. As such, it is the focus of Finnish culture and immigration study in the United States. Here the Finnish-American observance of the United States Bicentennial was concentrated. The program featured festivals, scholarly research activities, and heritage programs. The principal event was the national convention of the Finnish American Bicentennial USA, July 29 - August 1, 1976.

The Finnish American National Historic Archives is located at Suomi College. This is the largest collection of archival material relating to Finnish immigration in the United States. Containing more than 70,000 volumes and items, the archives trace the record of Finnish immigration in the United States from 1870 to 1920.

The Micronesian Mainland Education Project is a national demonstration project sponsored by the Division of Student Services of the U.S. Office of Education. The project is built on the fact that Suomi hosts the largest number of Micronesian students of any institution on the mainland of the United States and demonstrates to cooperating institutions the intercultural benefits of this kind of mainland education activity. The emphasis is on counseling, citizen understanding and intercultural adjustment.

The college is now engaged in the development of Finnish study modules for use in the community and at other two-year institutions and in secondary schools.

Suomi offers a significant example of making best possible use of a circumstance of its being - its background in another culture - to engender an international dimension for its total educational program as well as for people and other educational institutions in that community.

Southeastern Community College, Whiteville, North Carolina

With the assistance of a grant from the U.S. Office of Education, Southeastern Community College was able to develop a unique alternative course sequence in the humanities which examined the cultural milieu of southeastern North Carolina with the hope of increasing students' appreciation of local traditions and developing their sensitivity to cultural variables. Specifically, the interdisciplinary course sequence taught by five persons examined three ethnic subgroups indigenous to the community (i.e., blacks, whites and American Indians) and the cultural expressions of these groups as found in art, poetry, music, literature, drama and crafts.

Although the emphasis is on life in southeastern North Carolina, this focus is placed within the larger context of the cultural and intellectual development of modern man. Students meet together three times a week in general session where they are exposed to local cultures through contact with community resource persons. In order to stimulate students' active participation in learning about local culture, they are required to meet twice a week with an instructor under whose guidance they pursue a project module. Students may choose from among 33 modules, varying in length from one week to two months, which focus on poetry, folk music, tapestry weaving, Indians in North Carolina, silk-screening, printing, and African oral tradition.

The grant also produced a group of new courses: Three two-credit courses on French, Spanish and Latin American culture, each of which emphasized a cultural overview and study of current events; a two-credit course - The Nature of Language - which focuses on semantics, linguistics and cultural differences as reflected in language; a five-credit course - Social Problems - in which the origin of contemporary social problems is emphasized; and an honors program based on Jacob Bronowski's "Ascent of Man."

The grant provided funds for travel for two persons for faculty development.

Overall the project was enthusiastically received and prompted extensive voluntary support from faculty, staff and community persons.

During a two-year period the college received approximately $60,000 from the U.S. Office of Education and made an institutional contribution of approximately $86,000 to the development of this project.

Wayne County Community College, Detroit, Michigan

Situated in an urban setting and with county-wide interests, Wayne County Community College has concentrated considerable efforts on inter-ethnic relations. In addition to offering instruction in five languages, the college has sponsored several community-oriented programs, including:

1. Project COMPACT, under the Higher Education Act, Title I, which focused on community study of inter-ethnic conflict resolution. Target communities: Latin/Anglo, black/white, Polish/black and

2. People Acting for Change Together (PACT) specializing in anti-racism and anti-sexist educational programs, resources and service.

The college also joins with Wayne State University in sponsoring Ethnic Studies/Ethnic Minorities, a college television series.

On the international scene, Wayne County Community College plans to establish cultural exchanges with a two-year college in Ontario, Canada. Under this arrangement WCCC would offer North American black, Latin and East European ethnic programs in the fine and performing arts, and the Canadian community college would offer in exchange French-Canadian and North American Indian programs.

## 3 Additional Samplings in Brief

### Black Hawk College, Moline, Illinois

The college offers three years of academic credit in each of three foreign languages - French, Spanish, and German. Black Hawk also has an international secretaries program and teaches English as a second language to recent arrivals (particularly Vietnamese and Spanish speaking). The college participates each year with the University of Illinois in the Quad-Cities World Affairs Conference.

### Brevard Community College, Cocoa, Florida

A social science faculty member in 1973-74 exchanged teaching positions with his counterpart in England. BCC participated in a Federally-financed summer study program for faculty at Jagellonian University in Cracow, Poland for two consecutive years as a part of a cultural and technological enrichment program. The college enrolls a number of international students, and provides appropriate services for them. For the past 10 years, Brevard has participated in a summer study program in various centers of Europe involving an average of 25-40 students each summer. The college is currently investigating areas of technical training programs. BCC recently helped establish the Community College Cooperative for International Development involving six institutions which are especially interested in developing technical assistance programs for other nations while strengthening their own curricular offerings and services to students and communities at home.

### Broward Community College, Ft. Lauderdale, Florida

During the past four years, the college has offered 24 credit hours of single or multi-disciplinary courses which have distinct international dimensions. It has also offered four special projects with an international flavor. Approximately 150 students and 15 faculty and administrators have studied, worked or traveled abroad one or more times during the four years. Examples are summer field trip to Chihuahua, Mexico, and a seminar in international travel to various European countries.

Dutchess Community College, Poughkeepsie, New York

Most of the work in international/intercultural affairs at Dutchess Community College takes the form of on-campus study. All liberal arts majors, for example, must take a course to fulfill a "global perspectives" requirement. There are 17 such courses. Among other courses are Conversational Russian, Swahili, Chinese, Greek, French and Conversational English as a Second Language. Courses abroad include Spanish, French and Italian for those countries - and Comparative Merchandising, Comparative Police Systems, Biology of a Coral Reef, European Art Tour, Area Studies in Israel, Humanities Seminar in India, Comparative Health Delivery Systems, Comparative Child Care Systems, Theatre in London.

Harrisburg Area Community College, Harrisburg, Pennsylvania

Harrisburg offers 43 courses which consider aspects of other countries and their cultures. Areas include: anthropology, history, humanities, music, social sciences, foreign languages (French, German and Spanish), and philosophy. The college has also sent study groups to England and to Scandinavian countries.

Henderson County Junior College, Athens, Texas

The college's preadvisement program for incoming foreign students offers serious communication in the English language, American customs, college life, dormitory living, food styles and community life in general. The program begins with the first communication from abroad and continues as the student arrives and begins his or her program. A post-advisement program helps the international student transfer from the college to a senior institution or make the transition to some other endeavors.

John C. Calhoun State Community College, Decatur, Alabama

While the college does not have a full program of international education, a start has been made. The initial effort was an interdisciplinary course, Humanities 120, which involved foreign studies for students and residents of the community served by Calhoun. A second course, Humanities 121, provided a European study tour. Explorations are being made with regard to formation of a consortium of Alabama colleges in international education.

Kalamazoo Valley Community College, Kalamazoo, Michigan

The college maintains services and programs for foreign students - but does not have an official ongoing international program as such. Two overseas courses have been offered in recent years, one which covered stays in France, Switzerland and Italy, and another which dealt with economic and business conditions in Yugoslavia.

Massachusetts Bay Community College, Wellesley, Massachusetts

The college reports a course entitled Ethnic and Racial Groups (scheduled for summer, 1976). The course is focused on the experiences of ethnic groups in America, aimed at bringing about better understanding of the cultural pluralism which exists in this country. Rationale, according to Dean John D. Conner, is that "such a focus on diverse intercultural differences in the U.S. can encourage students toward greater understanding of intercultural and international differences, since the ethnic groups' heritages relate both to the foreign roots of each group and the American experience of particular groups."

North Country Community College, Saranac Lake, New York

Ski tours to Austria, cultural tours to India, urban development studies in Sweden and studies of health-related programs in Canada have highlighted the international program of NCCC.

Orange Coast College, Costa Mesa, California

The college offers a wide range of courses which touch on international subjects in fields such as anthropology, history, fine arts, literature, and foreign language. International field trips have included a biology trip to Micronesia, food service study in Europe, and a study of Mexican culture at Guadalajara.

Queensborough Community College, Bayside, New York

Foreign study is focused in the department of social sciences. In addition, there is a wide range of activities for international students and a concentration on intercultural dimensions through

performing arts, public lectures and extra-curricular activities. A scholar-diplomat exchange is offered as well as numerous study programs abroad.

Sacramento City College, Sacramento, California

Because of the large number of international students enrolled, the college offers an intensive counseling and placement program. English is taught as a second language. Foreign students are encouraged to serve as resource persons in classes on family life, economics, geography and political science.

State University of New York Agricultural and Technical College, Farmingdale, New York

The college offers courses in French, German, Italian and Spanish - and English as a second language. In the realm of community service, faculty are involved in the Instituto de Asuntos Colegiales Hispanicos which emphasizes the development of language skills and cultural understanding. The college is engaged in planning with the State University at Stony Brook for a program to assist developing nations prepare personnel for health-related fields. Discussions are underway with regard to possible student exchange programs with institutions in the Republic of Panama and Costa Rica. Still other possibilities are being explored with Israel and Puerto Rico. Special emphasis will be placed in future programming on the many courses in agriculture and related fields offered by the college.

South Central Community College, New Haven, Connecticut

South Central offers English as a second language and language courses in Italian, French and Spanish. Also included in the program are Afro-American history and East Asian history. The college held a summer workshop in 1976 to prepare curricular materials with a bilingual approach. A foreign student club is maintained - as well as an Hispanic society which concentrates on communicating the Hispanic culture through college activities.

University of Minnesota Technical College at Crookston, Minnesota

Courses on campus include those in Conversational Spanish, World Cultures and Ideals, and English as a Second Language. Non-credit courses include those in the American Indian and Mexican-American cultures. A Transcultures Club is maintained for internationalization of the student body. Outside the country, faculty and students participate in a reciprocal exchange program with Berkshire College of Agriculture in England.

Western Wyoming College, Rock Springs, Wyoming

The college has developed specialized services for foreign students. These include an English course tailored to their needs and a counseling staff especially oriented to handling the unique problems of international students.

* * * *

## Tables and Charts

### College Data Tables

Information about the colleges was obtained from several sources: directly from college officials or college publications; from reports of the National Association for Foreign Student Affairs; and from "Community, Junior, and Technical College Directory," 1975 and 1976 editions, published by the American Association of Community and Junior Colleges.

From a list of about 500 colleges initially thought to be among those currently offering exemplary international/intercultural programs, usable information was compiled for 239, listed in the accompanying tables. Many other two-year colleges are known to offer significant relevant programs. This list is a sampling. It is neither a random selection nor a representative cross-section of the nation's two-year colleges.

While no attempt was made to reflect in the sampling any particular national profile of college characteristics, it may be of interest to note the following about these colleges:

1) location - They are located in 43 states, the District of

Columbia, Puerto Rico and the Canal Zone. They serve people in rural, big-city, small town and suburban areas. (See accompanying map.)

2) total enrollment - The 239 colleges represent 19.4% of those listed in the 1976 AACJC "Directory", and enroll 1,482,687, or 36.4% of the 4,069,279 national enrollment figure.

3) citizen education - One of the more remarkable developments in higher education during the past decade has been the dramatic increase in the number of adult, part-time students enrolling in community and junior colleges for both credit and non-credit work. The average age of all students in these colleges is now close to 30.

The strong interest of Congress in encouraging colleges to provide orientation and education programs to the general citizenry in international relations and concerns is finding warm response in the two-year college. Thousands of adults already voluntarily take advantage of the programs and services available. Community members are easily reached by the local colleges and are most responsive when new learning opportunities are presented by these institutions, either on or off campus.

Of the 239 colleges in the study, 182, representing 14.8% of the national total of 1230, reported 407,118 community enrollments, or 30.4% of the national total of 1,337,267. (Data not available for 45 of the 239 colleges.)

International/Intercultural Programs - Student Registration

Of special importance for this study Report are the data provided about the sample colleges regarding their international/intercultural offerings. The 239 colleges show a total of 9162 courses in the "definitely international/intercultural" category, or an average of about 38 such courses per college, and 4772 courses having an "infusion of international/intercultural elements," an average of about 20 courses per college.

Of the 239 colleges, 156 report 242,465 student registrations in the "definitely international/intercultural" course category - an average of 1554 students per college, or about 40 students per course. (Information was not available for 83 colleges.)

Of the 239 colleges, 118 report registrations of 92,197 students in the courses which have an "infusion of international/intercultural elements," or an average of 781 student registrations per college and 39 students per course.

Note: A student may be registered in more than one course and thus be reported more than once. The data contained in these Tables were verified with college officials wherever possible. However, in a number of instances, time did not allow for such a check, as explained in more detail earlier in this Report.

A Tentative Analysis

If data from the 500 colleges that were identified initially as probably offering exemplary international/intercultural programs had been included in this study, one might project that these institutions could conceivably be offering currently 19,000 courses in the "definitely international/intercultural" category - using the average figure of 38 such courses per college obtained in this study.

In the same fashion, these 500 colleges could possibly be shown to offer a total of 10,000 courses which have an "infusion of international/intercultural elements" - using the average figure of 20 courses per college obtained in this study.

In the first instance, they could conceivably be registering 777,000 students (average of 1554 students x 500 colleges); and in the second instance, 390,000 students (average of 781 students x 500 colleges).

This would add up, hypothetically, to 1,167,500 student registrations. Not counting multiple registrations - where a student registers in more than one course - the two-year colleges (at least 500 of the 1230) might now be serving, in such courses, 28.7% of the total national two-year college student body count of 4,069,279.

Even if these estimates were off by 50% - a most unlikely situation - the picture presented suggests a much different condition from that portrayed in the study sponsored by The American Association of Colleges of Teacher Education (AACTE) in 1973, which showed only a small fraction of all undergraduates in the U.S. receiving any formal course exposure to international/intercultural education.

Assuming that only two-year college students were privileged to receive such education, and that only 14% (1/2 of the 28% obtained in this study - if there is a 50% miscalculation) of that group availed themselves of this opportunity, this would represent approximately 6.3% of today's total higher education student population of 9,000,000 (14% of 4,069,279 = 569,700; 569,700 ÷ 9,000,000 = 6.3%).

Another national study of international/intercultural education in all U.S. colleges and universities, generally, would be in order. An analysis of what programs are currently being offered, particularly to undergraduates, would be extremely informative and useful.

## Study of International/Intercultural Programs in Two-Year Colleges

| | | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|---|
| | | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 1. | Academy of Aeronautics | NY | 1118 | 85 | - | 54 | 13 | 2 |
| 2. | Aims College | CO | 3868 | 21 | 632 | 46 | 6 | 4 |
| 3. | Alice Lloyd College | KY | 222 | 8 | 50 | 48 | 13 | 2 |
| 4. | Allan Hancock College | CA | 9027 | 17 | 2908 | 52 | 16 | 3 |
| 5. | Alvin Junior College | TX | 2473 | 38 | 900 | 9 | 10 | 2 |
| 6. | Amarillo College | TX | 4795 | 19 | 6000 | 17 | 12 | 3 |
| 7. | Anchorage Community College | AK | 5620 | - | - | 54 | 13 | 3 |
| 8. | Anne Arundel Community College | MD | 5668 | 15 | 825 | 68 | 38 | 3 |
| 9. | Arapahoe Community College | CO | 4740 | 35 | 1500 | 36 | 34 | 3 |
| 10. | Arizona College of Technology | AZ | 1424 | - | - | 13 | 6 | 1 |
| 11. | Arizona Western College | AZ | 3952 | 54 | - | 27 | 25 | 1 |
| 12. | Asheville-Buncombe Tech. Inst. | NC | 1662 | 19 | 9000 | 1 | 3 | - |
| 13. | Austin Community College | MN | 869 | 98 | 1200 | 18 | 5 | 2 |
| 14. | Beaufort County Tech. Inst. | NC | 1130 | - | 1324 | 7 | 14 | - |
| 15. | Bennett College | NY | 234 | 4 | - | 51 | 11 | 2 |
| 16. | Bergen Community College | NJ | 9262 | - | - | 66 | 28 | 4 |
| 17. | Big Bend Community College | WA | 1192 | 254 | - | 14 | 20 | 4 |

| | | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|---|
| | | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 18. | Black Hawk College | ND | 7129 | 7 | 2235 | 10 | 22 | 2 |
| 19. | Blue Mountain Community College | OR | 1246 | 9 | 2016 | 8 | 14 | 3 |
| 20. | Borough of Manhattan CC | NY | 9699 | 257 | 1551 | 108 | 68 | 5 |
| 21. | Bronx Community College | NY | 13,937 | 145 | 5000 | 53 | 58 | 5 |
| 22. | Brookdale Community College | NJ | 7532 | 75 | 2651 | 37 | 8 | 3 |
| 23. | Broome Community College | NY | 4753 | - | 1250 | 5 | 13 | 12 |
| 24. | Broward Community College | FL | 12,763 | 130 | 2300 | 25 | 29 | 3 |
| 25. | Bunker Hill Community College | MA | 4310 | - | 445 | 45 | 32 | 2 |
| 26. | Burlington County College | NJ | 5584 | - | 450 | 13 | 9 | 2 |
| 27. | Cabrillo College | CA | 9002 | 56 | 3041 | 89 | 30 | 5 |
| 28. | Canada College | CA | 8031 | 51 | 1750 | 56 | 44 | 5 |
| 29. | Canal Zone College | | 1590 | 16 | - | 6 | - | 1 |
| 30. | Cape Fear Tech. Inst. | NC | 997 | 10 | - | 1 | 2 | - |
| 31. | Carlsbad Campus-N.M.St.Univ. | NM | 565 | - | 360 | 19 | 8 | 1 |
| 32. | Catonsville Community College | MD | 9905 | 20 | 9200 | 69 | 24 | 4 |
| 33. | Central Arizona College | AZ | 4546 | 3 | - | 17 | 14 | 3 |
| 34. | Central Florida Community Coll. | FL | 2089 | 30 | 3500 | 22 | 13 | 2 |

## Study of International/Intercultural Programs in Two-Year Colleges

| | | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|---|
| | | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 35. | Central Piedmont CC | NC | 21,540 | 91 | 9500 | 70 | - | 2 |
| 36. | Central Virignia CC | VA | 3446 | 21 | 300 | 5 | 17 | 2 |
| 37. | Central YMCA CC | IL | 3952 | - | 3600 | 68 | 18 | 3 |
| 38. | Chabot College | CA | 19,757 | 50 | 827 | 55 | 64 | 5 |
| 39. | Chaffey College | CA | 9857 | 126 | - | 56 | 27 | 3 |
| 40. | Chamberlayne Junior College | MA | 419 | 34 | 10 | 16 | 7 | 1 |
| 41. | Charles County CC | MD | 2115 | 10 | 587 | 30 | 18 | 2 |
| 42. | Chattanooga State Tech. CC | TN | 3472 | 55 | 462 | 76 | 10 | 2 |
| 43. | Chemeketa Community College | OR | 5384 | 146 | 4100 | 38 | 6 | 1 |
| 44. | Chesapeake College | MD | 721 | 4 | 927 | 19 | 11 | 2 |
| 45. | Chesterfield-Marlboro Tech.Coll. | SC | 816 | - | 631 | 12 | 8 | - |
| 46. | Cincinnati Technical College | OH | 2557 | 15 | 394 | 1 | 13 | - |
| 47. | City College of San Francisco | CA | 21,687 | 300 | - | 123 | 152 | 8 |
| 48. | City Colleges of Chicago | IL | 63,558 | 1402 | 4800 | 123 | 152 | 9 |
| 49. | Clark Technical College | OH | 1726 | 1 | 116 | 10 | 3 | - |
| 50. | Clayton Junior College | GA | 3598 | 6 | 1117 | 10 | 7 | 2 |
| 51. | Coastal Carolina CC | NC | 1970 | 5 | 20,000 | 33 | 14 | 2 |

| | | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|---|
| | | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 52. | Cochise College | AZ | 3400 | 141 | 77 | 55 | 21 | 3 |
| 53. | Coffeyville Community JC | KS | 717 | 38 | 27 | 18 | 18 | 2 |
| 54. | Colby College - New Hampshire | NH | 630 | 5 | - | 40 | 29 | 2 |
| 55. | College of Dupage | IL | 16,284 | 12 | 1577 | 32 | 25 | 4 |
| 56. | College of Eastern Utah | UT | 552 | 29 | 50 | 20 | 12 | - |
| 57. | College of Marin | CA | 7567 | 82 | 7000 | 66 | 32 | 3 |
| 58. | College of Southern Idaho | ID | 1602 | 9 | 1050 | 25 | 10 | 3 |
| 59. | College of the Desert | CA | 7014 | 37 | 2531 | 45 | 31 | 6 |
| 60. | College of the Redwoods | CA | 8531 | 47 | 1800 | 44 | - | 2 |
| 61. | College of the Siskiyous | CA | 1314 | 10 | 1757 | 59 | 26 | 3 |
| 62. | Columbia State CC | TN | 1798 | 25 | 319 | 22 | 12 | 1 |
| 63. | Columbus Technical Institute | OH | 3295 | 16 | 704 | 11 | 10 | - |
| 64. | Community College of Baltimore | MD | 9656 | - | 3200 | 10 | 20 | 5 |
| 65. | Community College of Philadelphia | PA | 9628 | 75 | 500 | 87 | 17 | 7 |
| 66. | Community College of Air Force | TX | 19,957 | - | - | 11 | 6 | - |
| 67. | Community College of Vermont | VT | 2000 | - | - | 33 | 6 | - |
| 68. | Consumes River College | CA | 3895 | 28 | 50 | 28 | 10 | - |

## Study of International/Intercultural Programs in Two-Year Colleges

| | | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|---|
| | | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 69. | Cottey College | MO | 356 | 11 | - | 47 | 16 | 2 |
| 70. | Crafton Hills College | CA | 3197 | 3 | 749 | 51 | 38 | 3 |
| 71. | Cumberland College of Tennessee | TN | 407 | 2 | 100 | 21 | 5 | 2 |
| 72. | Cypress College | CA | 12,788 | 27 | 3750 | 76 | 35 | 4 |
| 73. | Davidson County CC | NC | 2158 | 8 | 5000 | 19 | 11 | 3 |
| 74. | Daytona Beach CC | FL | 3952 | - | 8665 | 38 | 18 | 2 |
| 75. | De Anza College | CA | 20,108 | 73 | 1300 | 172 | 72 | 9 |
| 76. | Dean Junior College | MA | 1464 | 12 | 100 | 42 | 11 | 2 |
| 77. | Dekalb CC | GA | 13,021 | 140 | 2846 | 33 | 5 | 3 |
| 78. | Delaware Technical & CC | DE | 7507 | 66 | 414 | 22 | 14 | 1 |
| 79. | Delta College | MI | 7970 | 145 | 3815 | 60 | 36 | 4 |
| 80. | Dodge City CC | KS | 1462 | 15 | 287 | 33 | 14 | 4 |
| 81. | Dutchess CC | NY | 5423 | 11 | 2000 | 32 | 60 | 3 |
| 82. | East Los Angeles College | CA | 18,544 | 2277 | 18,544 | 104 | 47 | 10 |
| 83. | Eastern Iowa CC District | IA | 2889 | - | 5425 | 35 | 12 | 3 |
| 84. | Eastfield College | TX | 8473 | 11 | 4300 | 28 | 4 | 3 |
| 85. | El Camino College | CA | 28,398 | 347 | - | 11 | 9 | 6 |

## Study of International/Intercultural Programs in Two-Year Colleges

| | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|
| | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 86. El Centro College | TX | 7471 | 50 | 2500 | 52 | 19 | 2 |
| 87. Elgin CC | IL | 5203 | 14 | 1500 | 48 | 24 | 4 |
| 88. Ellsworth CC | IA | 880 | 38 | 18 | 8 | 4 | - |
| 89. Essex CC | MD | 8727 | 27 | 355 | 11 | 38 | 3 |
| 90. Essex County College | NJ | 7832 | 196 | 1714 | 116 | 38 | 2 |
| 91. Farmingdale Campus - SUNY | NY | 13,642 | 75 | 839 | 44 | 22 | 4 |
| 92. Fashion Institute of Technology | NY | 6814 | 62 | 286 | 12 | 10 | - |
| 93. Florida JC at Jacksonville | FL | 13,110 | 25 | 27,500 | 50 | 12 | 3 |
| 94. Forest Park CC | MO | 8704 | 30 | - | 46 | 35 | 5 |
| 95. Fort Scott CC | KS | 724 | - | 275 | 26 | 4 | 2 |
| 96. Freeman Junior College | SD | 74 | 6 | - | 13 | 4 | 1 |
| 97. Gainsville Junior College | GA | 1710 | 4 | 400 | 20 | 5 | 3 |
| 98. Germanna CC | VA | 1009 | - | - | 21 | 11 | 1 |
| 99. Gordon Junior College | GA | 1102 | 5 | 185 | 14 | 1 | 1 |
| 100. Grahm Junior College | MA | 834 | 41 | - | 27 | 7 | 2 |
| 101. Grand View College | IA | 967 | 31 | - | 62 | 14 | 3 |
| 102. Greater Hartford CC | CT | 2396 | 40 | - | 18 | 13 | 4 |

## Study of International/Intercultural Programs in Two-Year Colleges

| | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|
| | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 103. Greenville Technical College | SC | 6000 | 74 | 1000 | 10 | 20 | 3 |
| 104. Gulf Coast CC | FL | 2871 | 31 | 2400 | 32 | 12 | 1 |
| 105. Hagerstown Junior College | MD | 1924 | 6 | 2715 | 46 | 15 | 3 |
| 106. Harrisburg Area CC | PA | 4642 | 1 | 3762 | 84 | 12 | 3 |
| 107. Hawaii CC | HI | 1694 | - | 235 | 3 | 15 | 5 |
| 108. Henderson County CC | TX | 1954 | 69 | 154 | 23 | 16 | 2 |
| 109. Henry Ford CC | MI | 14,397 | 464 | - | 45 | 8 | 3 |
| 110. Herkimer County CC | NY | 1440 | 1 | 618 | 42 | 13 | 1 |
| 111. Hesston College | KS | 626 | 23 | 52 | 4 | 18 | 3 |
| 112. Highland CC | IL | 1657 | - | 2100 | 42 | 21 | 3 |
| 113. Highland Park CC | MI | 3552 | 5 | - | 27 | 16 | 1 |
| 114. Highline CC | WA | 8044 | 48 | - | 62 | 20 | 3 |
| 115. Hill Junior College | TX | 1140 | 4 | 275 | 9 | 14 | 3 |
| 116. Hillsborough CC | FL | 10,433 | 110 | 1572 | 40 | 13 | 2 |
| 117. Housatonic CC | CT | 2829 | 4 | 1800 | 45 | 17 | 2 |
| 118. Hudson Valley CC | NY | 7292 | 16 | 335 | 64 | 10 | 4 |
| 119. Hutchinson Community JC | KS | 2416 | 9 | 2255 | 49 | 9 | 3 |

| | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|
| | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 120. Illinois Central College | IL | 11,905 | 39 | 375 | 75 | 39 | 3 |
| 121. Immaculata College of Washington | DC | 124 | 110 | 7 | 24 | 8 | 2 |
| 122. Independence Community JC | KS | 845 | 15 | - | 24 | 18 | 3 |
| 123. Indian Hills CC | IA | 842 | 2 | - | 21 | 3 | 1 |
| 124. Indiana Voc-Tech. College | IN | 11,341 | - | 1000 | 10 | 3 | - |
| 125. Inver Hills CC | MN | 2312 | 5 | 3100 | 39 | 15 | 2 |
| 126. Kalamazoo Valley CC | MI | 5807 | 44 | - | 36 | 17 | 3 |
| 127. Kansas City Kansas CJC | KS | 3175 | 20 | 576 | 38 | 10 | 3 |
| 128. Kendall College | IL | 397 | 15 | - | 9 | 15 | 2 |
| 129. Keystone Junior College | PA | 842 | - | 80 | 61 | 21 | 3 |
| 130. Kirwood CC | IA | 4128 | 20 | 6000 | 59 | 15 | 3 |
| 131. Kishwaukee College | IL | 3209 | 25 | 300 | 27 | 7 | 2 |
| 132. Laguardia CC | NY | 4676 | 30 | 1444 | 42 | 20 | 4 |
| 133. Lake Michigan College | MI | 3339 | 21 | - | 42 | 23 | 4 |
| 134. Lane CC | OR | 7246 | 24 | 5527 | 38 | 22 | 3 |
| 135. Lansing CC | MI | 15,839 | 324 | - | 3 | 44 | 1 |
| 136. Laredo Junior College | TX | 3430 | 123 | 1100 | 35 | 14 | 2 |

## Study of International/Intercultural Programs in Two-Year Colleges

| | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|
| | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 137. Lee College | TX | 4589 | 49 | 1817 | 26 | 7 | 1 |
| 138. Lincoln Land CC | IL | 5972 | 45 | 8000 | 38 | 21 | 2 |
| 139. Lincoln Trail College | IL | 2418 | 6 | - | 45 | 31 | 3 |
| 140. Long Beach City College | CA | 32,241 | 488 | 2782 | 92 | 56 | 7 |
| 141. Longview CC | MO | 5127 | 28 | 1679 | 52 | 13 | 3 |
| 142. Los Medanos College | CA | 5227 | - | - | 35 | 12 | 3 |
| 143. Lurleen B. Wallace State JC | AL | 1099 | - | 357 | 22 | 10 | 1 |
| 144. Macomb County CC | MI | 24,713 | 150 | - | 49 | 24 | 3 |
| 145. Mallinckrodt College | IL | 250 | 30 | - | 44 | 7 | |
| 146. Manchester CC | CT | 5255 | 9 | 675 | 59 | 12 | 1 |
| 147. Maricopa Technical CC | AZ | 6988 | 1 | 56 | 14 | 8 | - |
| 148. Marshalltown CC | IA | 981 | 35 | - | 26 | 9 | - |
| 149. Massachusetts Bay CC | MA | 4208 | 5 | - | 52 | 21 | 3 |
| 150. Mattatuck CC | CT | 3077 | 4 | 15 | 14 | 41 | 3 |
| 151. Menlo College | CA | 306 | 122 | - | 62 | 4 | 3 |
| 152. Meramec CC | MO | 9968 | 12 | 3000 | 65 | 20 | 3 |
| 153. Merced College | CA | 8079 | 21 | 4134 | 23 | 24 | 4 |

## Study of International/Intercultural Programs in Two-Year Colleges

| | | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|---|
| | | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| | 154. Metropolitan CC | MN | 2040 | 325 | 79 | 58 | 19 | 3 |
| | 155. Miami-Dade CC | FL | 37,669 | 6534 | 14,885 | 85 | 30 | 5 |
| | 156. Middlesex County College | NJ | 10,082 | 10 | 5500 | 4 | 25 | 3 |
| | 157. Midland College | TX | 2041 | 30 | 820 | 37 | 8 | 3 |
| | 158. Mitchell College | CT | 799 | 40 | 60 | 21 | 1 | 3 |
| 2 | 159. Modesto Junior College | CA | 11,919 | 94 | 4045 | 67 | 59 | 8 |
| | 160. Mohawk Valley CC | NY | 6586 | 11 | 298 | 16 | 24 | 5 |
| | 161. Montgomery College | MD | 13,907 | 1064 | 3174 | 36 | 65 | 4 |
| | 162. Moraine Valley CC | IL | 9668 | - | 880 | 54 | 10 | 3 |
| | 163. Morgan CC | CO | 480 | 2 | 270 | 28 | 15 | 2 |
| | 164. Morristown College | TN | 133 | 8 | - | 9 | 10 | 1 |
| | 165. Mount Olive College | NC | 420 | 3 | 10 | 26 | 1 | 2 |
| | 166. Mt. San Antonio College | CA | 20,962 | 200 | 3931 | 76 | 45 | 4 |
| | 167. Muskegon CC | MI | 5590 | 5 | 650 | 69 | 15 | 3 |
| | 168. Nassau CC | NY | 17,555 | - | - | 97 | 55 | 5 |
| | 169. Navarro College | TX | 1647 | 32 | 203 | 34 | - | 4 |
| | 170. New York City CC | NY | 17,406 | 1007 | 2208 | 26 | 29 | 5 |

## Study of International/Intercultural Programs in Two-Year Colleges

| | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|
| | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 171. North Arkansas CC | AR | 1340 | - | 550 | 36 | 5 | 1 |
| 172. North Country CC | NY | 1275 | - | - | 5 | 22 | - |
| 173. North Dakota State Univ.-Bottineau | ND | 555 | 14 | 200 | 19 | 5 | 1 |
| 174. North Idaho College | ID | 1470 | 18 | 356 | 35 | 9 | 2 |
| 175. North Seattle CC | WA | 5811 | 157 | 564 | 32 | 18 | 3 |
| 176. Northampton County Area CC | PA | 4233 | - | 1400 | 7 | 11 | 4 |
| 177. Northeastern Oklahoma A&M College | OK | 2730 | 56 | 99 | 27 | 18 | 1 |
| 178. Northern Oklahoma College | OK | 1350 | 42 | 360 | 39 | 8 | 2 |
| 179. Northwestern Michigan College | MI | 3308 | 15 | - | 54 | 10 | 3 |
| 180. Norwalk CC | CT | 3225 | - | 350 | 4 | 6 | 3 |
| 181. Oglala Sioux CC | SD | 366 | - | 125 | 42 | - | 1 |
| 182. Olney Central College | IL | 2231 | 8 | - | 60 | 8 | 3 |
| 183. Orange Coast College | CA | 30,842 | 60 | 1094 | 21 | 43 | 5 |
| 184. Oregon Institute of Technology | OR | 2308 | - | 35 | 4 | 15 | 2 |
| 185. Otero Junior College | CO | 841 | 26 | 111 | 58 | 16 | 3 |
| 186. Paris Junior College | TX | 1800 | 42 | 400 | 1 | 2 | - |
| 187. Parkersburg CC | WV | 5149 | - | 380 | 50 | 36 | 3 |

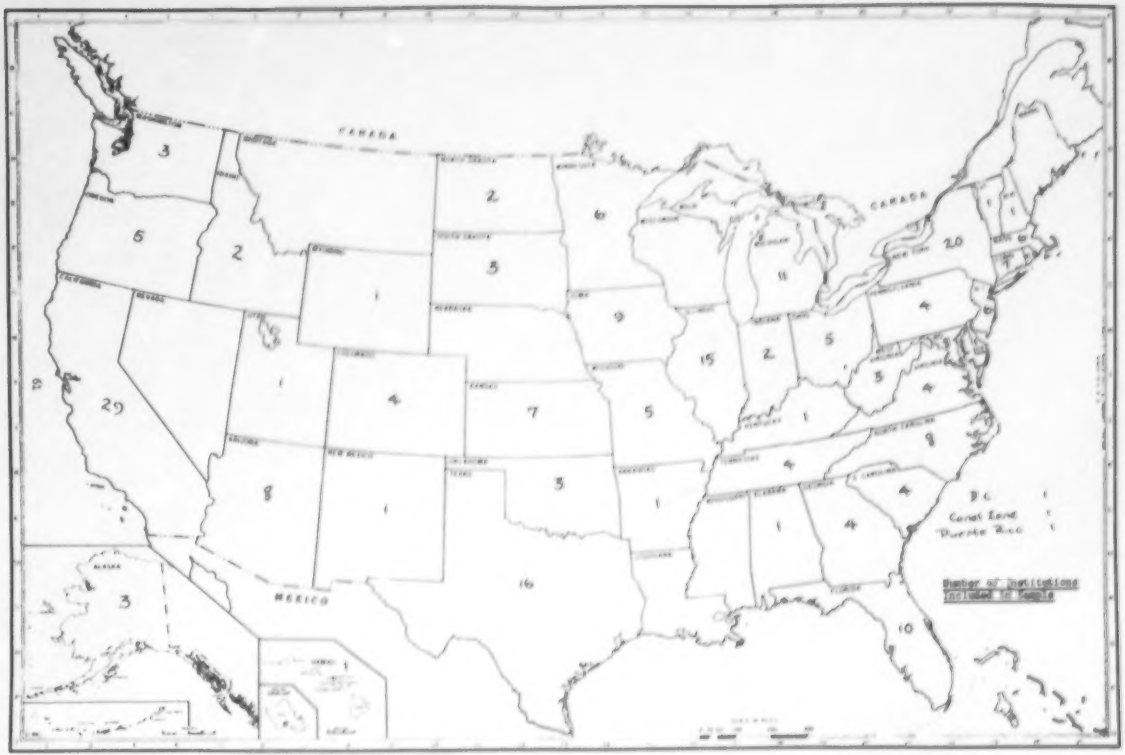
| | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|
| | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 188. Penn Valley CC | MO | 5900 | 200 | - | 80 | 26 | 4 |
| 189. Pensacola Junior College | FL | 8124 | 150 | 1842 | 72 | 35 | 4 |
| 190. Phoenix College | AZ | 13,990 | - | 3329 | 37 | 73 | 10 |
| 191. Piedmont Technical College | SC | 1959 | - | 1300 | 11 | 2 | - |
| 192. Pima CC | AZ | 19,588 | 578 | 1000 | 110 | 38 | 4 |
| 193. Ponce Regional College | PR | 1920 | 2 | 75 | 34 | 1 | |
| 194. Portland CC | OR | 17,430 | - | 13,771 | 71 | 28 | 3 |
| 195. Presentation College | SD | 351 | 3 | 1000 | 35 | 3 | 2 |
| 196. Queensborough CC | NY | 15,374 | 1174 | 629 | 39 | 43 | 5 |
| 197. Rainy River CC | MN | 441 | 24 | 57 | 19 | 33 | - |
| 198. Rochester CC | MN | 2880 | 100 | 275 | 67 | 5 | 4 |
| 199. Rock Valley College | IL | 8173 | 63 | 1300 | 1 | 8 | 6 |
| 200. Rockland CC | NY | 7131 | - | - | 53 | 28 | 6 |
| 201. Sacramento City College | CA | 14,340 | 225 | 676 | 102 | 55 | 9 |
| 202. San Antonio College | TX | 22,139 | 312 | 4750 | 53 | 43 | 11 |
| 203. San Jacinto College | TX | 11,038 | - | 485 | 37 | 18 | 3 |
| 204. San Jose City College | CA | 14,872 | 106 | - | 31 | 86 | 3 |

## Study of International/Intercultural Programs in Two-Year Colleges

| | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|
| | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 205. Santa Monica College | CA | 17,799 | 2194 | 20,129 | 6 | 13 | 5 |
| 206. Schenectady County CC | NY | 2924 | 8 | 204 | 44 | 20 | 4 |
| 207. Scottsdale CC | AZ | 5744 | 74 | 1200 | 86 | 8 | 4 |
| 208. Seminole Junior College | FL | 3423 | 15 | - | 56 | 21 | 3 |
| 209. Sheldon Jackson College | AK | 276 | - | 15 | 23 | 21 | 3 |
| 210. Sinclair CC | OH | 11,384 | 15 | 500 | 4 | 11 | 3 |
| 211. Sioux Empire College | IA | 408 | 3 | - | 33 | 8 | - |
| 212. Skyline College | CA | 6285 | 50 | - | 63 | 34 | 4 |
| 213. South Central CC | CT | 1711 | 31 | - | 31 | 86 | 3 |
| 214. Southeastern CC | IA | 1621 | - | 3000 | 9 | 19 | 3 |
| 215. Southern Seminar Junior College | VA | 249 | 7 | 5 | 16 | 6 | 3 |
| 216. Southern West Virginia CC | WV | 3065 | 2 | - | 30 | 23 | 3 |
| 217. Southwestern CC | CA | 10,001 | 215 | - | 19 | 25 | 3 |
| 218. St. Gregory's College | OK | 376 | 53 | 600 | 31 | 11 | 4 |
| 219. Staten Island CC | NY | 11,633 | 285 | 692 | 122 | 62 | 6 |
| 220. Suomi College | MI | 441 | 67 | 11 | 24 | 9 | 3 |
| 221. Tarrant County Junior Coll.Dist. | TX | 20,131 | 3 | 6200 | 69 | 28 | 3 |

## Study of International/Intercultural Programs in Two-Year Colleges

| | | Enrollments | | | Programs | | |
|---|---|---|---|---|---|---|---|
| | | Total | For. Stdnts. | Com.Ed. | Intnl/ Intcl. | "Infusion" | Foreign Language |
| 222. Thomas Nelson CC | VA | 4592 | 1 | 2000 | 9 | 10 | 3 |
| 223. Thornton CC | IL | 8502 | 16 | 1174 | 89 | 12 | 3 |
| 224. Trident Technical College | SC | 3502 | - | 2400 | 12 | 10 | 2 |
| 225. Union College | NJ | 4990 | 8 | 1300 | 66 | 13 | 3 |
| 226. University Comm&Tech College | OH | 3050 | 10 | - | 18 | 4 | - |
| 227. Univ. of Minnesota Tech. College | MN | 977 | 9 | 100 | 1 | 12 | - |
| 228. University of Alaska CC | AK | 931 | - | 453 | 23 | 5 | 3 |
| 229. Valencia CC | FL | 6721 | 59 | 2500 | 30 | 13 | 3 |
| 230. Vincennes University | IN | 3662 | 129 | 819 | 50 | 17 | 3 |
| 231. Waldorf College | IA | 531 | 5 | - | 12 | 12 | 3 |
| 232. Wayne County CC | MI | 15,450 | 77 | - | 4 | 20 | 5 |
| 233. Wentworth Institute | MA | 1776 | - | 1060 | 7 | - | - |
| 234. West Valley College | CA | 21,390 | - | 1178 | 109 | 26 | 13 |
| 235. West Virginia Northern CC | WV | 3285 | 3 | - | 40 | 27 | 2 |
| 236. Westchester CC | NY | 8250 | - | 1936 | 8 | 4 | 4 |
| 237. Western Wyoming CC | WY | 1920 | 5 | 900 | 19 | 11 | 2 |
| 238. Wharton County Junior College | TX | 2147 | 35 | 1200 | 35 | 16 | 3 |
| 239. Wilkes CC | NC | 2719 | - | 2500 | 23 | 6 | |
| | TOTALS: | 1,482,687 | 26,894 | 407,118 | 9,162 | 4,772 | |


CANADA
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4
4
1
4
16
10
3
D.C. 1
Canal Zone 1
Puerto Rico 1
Number of inspections
initiated in county

## Distribution of Sample by Size of Enrollment

| Enrollment | Colleges in Study | | National | |
|---|---|---|---|---|
| | No. | % Total | No. | % Total |
| 1 - 999 | 44 | 18.4 | 410 | 35.3 |
| 1000 - 3999 | 84 | 35.2 | 455 | 39.1 |
| 4000 - 9999 | 67 | 28.0 | 203 | 17.5 |
| 10,000 + | 44 | 18.4 | 94 | 8.1 |
| | 239 | 100% | 1162 | 100% |

## VIII RECOMMENDATIONS

These recommendations are addressed to the U.S. Office of Education, foundations or other funding sources, and community colleges in general. This description of needs may be of special interest to members of boards of control who hold ultimate responsibility for establishing a college's raison d'etre and for setting its priorities.

The following programs or activities are recommended to expand and strengthen international/intercultural education in community, junior and technical colleges:

1) Establish a clearinghouse for the exchange of international/intercultural information and ideas.

2) Establish faculty and staff training and orientation programs as well as international exchanges, for curriculum improvement and for increasing awareness and understanding of differing cultures.

3) Develop curriculum materials specifically for use in community colleges.

4) Develop pilot international/intercultural programs for members of the community: businessmen, farmers, government officials, and others.

5) Organize orientation sessions on community colleges for staff of the U.S. Agency for International Development, World Bank, Congressional Committees, UNESCO, Organization of American States, etc.

6) Help facilitate technician manpower exchanges and development in other nations utilizing the experiences of U.S. community colleges.

7) Provide incentive or "seed" grants to community colleges to encourage the development of programs and materials.

8) Organize regional community college clusters for soliciting support from foundations, corporations and public funding agencies.

9) Encourage boards of control to draft policy statements in support of international/intercultural education.

10) Arrange for joint projects between community colleges and such groups as the International Studies Association.

11) Arrange for evaluations of programs and for the assessment of the wider usefulness of materials including the many reports produced in USOE sponsored projects.

12) Encourage domestic and international college - college relationships especially for transcultural education.

13) Encourage the involvement of foreign students and representatives from local cultural groups in college and community programs.

14) Organize community college orientation tours and study missions for foreign educators, officials, businessmen, etc., visiting this country.

15) Encourage the development of closer relationships between community colleges and the business community in international/intercultural activities.

## IX APPENDICES

### A. National Advisory Council*

The National Advisory Council appointed to assist and advise the Project Director included the following nationally known educators:

| | |
|---|---|
| ISAAC K. BECKES | President<br>Vincennes University<br>Vincennes, Indiana |
| HELEN BIRENBAUM | Director, Transfer and Scholarship<br>New York City Community College<br>Brooklyn, New York |
| VINCENT DAVIS | Director and Patterson Chair Professor<br>William Andrew Patterson School of Diplomacy and International Commerce<br>University of Kentucky<br>Lexington, Kentucky |
| WILTON S. DILLON | Director of Smithsonian Symposia and Seminars<br>Smithsonian Institution<br>Washington, D.C. |
| SEYMOUR ESKOW | President<br>Rockland Community College<br>Suffern, New York |
| J.N. CARSEY | President<br>Charles County Community College<br>La Plata, Maryland |
| JOAN CLAFFEY | Human Affairs Institute<br>Brookdale Community College<br>Lincroft, New Jersey |
| FREDERICK R. KLEIN | Dean of International Education<br>Antioch College<br>Yellow Springs, Ohio |

* As of 1976.

| | |
|---|---|
| ELIZABETH KNAPP | Assistant to the President<br>Bennett College<br>Millbrook, New York |
| CHARLES W. LAFFIN, JR. | President<br>Agriculture and Technical College<br>Farmingdale, New York |
| GEORGE MEHALLIS | Director for Occupational Education<br>Miami-Dade Community College<br>Miami, Florida |
| PAMELA G. MENKE | Vice President for Development<br>Trident Technical College<br>5290 Rivers Avenue<br>North Charleston, South Carolina |
| LLOYD N. MONNIN | Chairman, General Education Department<br>Clark Technical College<br>Springfield, Ohio |
| SHAFEEK NADER | Executive Officer<br>National Commission on Cooperative Arrangements<br>1875 Connecticut Avenue, N.W.<br>Washington, D.C. |
| J. WARREN PERRY | Dean<br>School of Health Related Professions<br>State University of New York<br>Buffalo, New York |
| RAYMOND SCHULTZ | Professor of Education<br>Higher Education Program<br>University of Arizona<br>1415 N. Fremont<br>Tucson, Arizona |
| WILLIAM G. SHANNON | President<br>William G. Shannon and Associates<br>10204 Summit Avenue<br>Kensington, Maryland |
| HORACE H. SMITH | Project Director |

B. International/Intercultural Activities Not Reviewed in This Report

In addition to the college-sponsored programs of the various types described in the Report, there are other relevant activities which deserve fuller attention and study in any comprehensive review of international/intercultural activities affecting two-year colleges. Included among these would be the following:

1) International assemblies or conferences such as those sponsored by AACJC in 1970 at the East-West Center in Hawaii, and in Vancouver, British Columbia in 1975 (co-sponsored by the Association of Canadian Community Colleges), and one sponsored in Denver in 1976 by the USOE Office of Vocational, Technical and Adult Education;
2) Activities of such groups as El Congreso Nacional de Asuntos Hispanica, and Americans for Indian Opportunity;
3) Activities of various community college consortia including the AACJC International/Intercultural Consortium; the Tri-State Consortium (New York, New Jersey and Pennsylvania) spearheaded by Rockland Community College, and the College Consortium for International Studies which sponsors programs in many countries, and the Community College Cooperative for International Development with headquarters currently located at Brevard Community College, Florida.
4) Programs supported by the Federal government, especially those underwritten by USOE's various international and intercultural programs,
5) Programs supported by foundations, including, among others, the W.K. Kellogg, IBM, Ford, and U.S. Steel Foundations.
6) Projects such as orientation tours for foreign educators sponsored by the Department of State and administered by The Institute of International Education, also the community college programs sponsored by IIE's Atlanta office,
7) Special activities of associations such as the National Association for Foreign Student Affairs;
8) Studies and conferences by the Organization for Economic Cooperation and Development (OEC) on "short cycle" education, Paris, France; and
9) Activities of the increasingly important Association of Canadian Community Colleges, Toronto, Ontario.

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JAN 2



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JUNIOR COLLEGES